DOCUMENT RESUME

ED 104 060 EC 071 725

AUTHOR	Troutt, George, Jr.
TITLE	A Competency Base for Curriculum Development in Preschool Education: Volume 4; Preschool Curriculum (First Draft).
INSTITUTION	Appalachia Educational Lab., Charleston, W. Va.
NOTE	150p.; For related information see EC 071 722-724
EDRS PRICE	MF-$0.76 HC-$6.97 PLUS POSTAGE
DESCRIPTORS	Attitudes; *Behavioral Objectives; Classification; Communication Skills; Criterion Referenced Tests; *Curriculum; Exceptional Child Education; *General Education; Motor Development; *Preschool Education; Rating Scales; Social Development
IDENTIFIERS	*Home Oriented Preschool Education Program

ABSTRACT

The fourth of 4 volumes on the Home-Oriented Preschool Education Program presents a curriculum base of behavioral competencies for normal preschoolers in the categories of classification, communication, coordination, habits and attitudes, and social relationships. Provided with in each category are competency, general goal, performance, and criterion statements as well as sample activities and general comments. (CL)

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A Competency Base for Curriculum Development in Preschool Education

Volume IV
Preschool Curriculum
(First Draft)

EC 071 725

Marketable Preschool Education Program

Appalachia Educational Laboratory, Inc.
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A Competency Base For Curriculum Development In Preschool Education

Volume IV

Preschool Curriculum

(First Draft)

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INTRODUCTION

This volume is the fourth in a series of four related documents reporting an investigation: A Competency Base for Curriculum Development in Preschool Education. An investigation was conducted as a systematic search for a master list of competencies, terminal behavior 6 years 0 months, which "normal" American children possess via innateness or acquisition. The intent of the major investigative question was to answer "can they do it" according to normal growth and development patterns and "do they do it" according to results of program evaluation.

Volume I, the parent document, included a Prime Competency List created from a literature search. Volume II, Responses of a National Panel of Child Development Scholars, recorded all responses to the Prime Competency List. These responses helped create An Early Childhood Competency Rating Instrument. Volume III, Responses of a National Panel and an Appalachian Panel of Child Development Scholars, provided the pool of ratings which established thirty-two preschool competencies. Volume IV creates the curriculum base related to the competencies.

This volume undertakes the development of the curriculum base using the following format.

Listing of Competency Category
Statement of Competency
Statement of the General Goal
Providing a Performance Statement
Statement of Criterion
Sample Activities

The final draft of this work will supply a minimal pool of 160 activities that can be conducted so preschool youngsters might acquire the competencies established by the investigation. Professional assistance for this document was provided by Education Commission of the States, Denver, Colorado, and the High/Scope Foundation, Yipsilanti, Michigan. The investigator appreciates the contributions of these two agencies.

CATEGORY I: CLASSIFICATION

A. Competency: Ability to Form Concepts (1)

General Goal: The child can contrast and compare, verbalize principles underlying familiar concepts, and form new age appropriate concepts.

Performance Statement:

1. The child comprehends and uses terms which enable him to contrast and compare, include and exclude elements under consideration.

Same, not the same, different
Like, alike, unlike
Identical
Similar, dissimilar
Is, is not

Criterion:

1.a Given objects which are both the same and different in size, shape, color, or pattern, the child can select them according to a verbal direction.

Sample Activity Items:

Find two circles that are the same size.
Hand me a square a different color from this one.
Find something else that has the same pattern as this.
Find something which is identical to this.

Comments:

Note that the progression of learning from comprehension to expression is used, as it will be repeatedly throughout the other performance statements and criteria. The criterion given here are basic to concept formation. After they are taught like, alike, unlike; identical, similar, dissimilar can be introduced.

"Is" seldom presents any problem to children. "Is not" may have to receive special stress to help children attend to the "not" portion of it. Also, some children use the colloquial form "ain't." In fact, some clever programming could be done to help children learn that "is not" and "ain't" mean the same thing.

Examples:

Home: "Get a hair ribbon the same color as your dress." "There should be the same number of plates and glasses." "Those socks are the same color, but they are a different size. How else are they different?"

Man Made Environment: "How are those cars alike?" "How are they not alike?" "What is that house doing here on the same street as all these big stores. It doesn't belong here at all."

Natural Environment: "Find another leaf that is shaped the same as this one . . . that is shaped differently." "Find a flower exactly like this one."

School: "Find something the same color as your jeans." "You and Joe are the same height. You and Joe are not the same height." "Put blocks that are the same shape together on the shelf."

1.b Given objects which are both the same and different in size, shape, color, or pattern, the child can say how they are the same or different.

Sample Activity Items:

Hold up two circles, one blue, one red, ask: "How are they the same? How are they different?"
Put four cubes, of differing colors together, ask: "How are these cubes alike? How are they not alike?"

Performance Statement:

2. The child can verbalize principles underlying familiar concepts.

Criterion:

2.a Given a familiar concept, the child can name some particular instances of the concept and tell why they "go together."

Sample Activity Items:

Tell me some foods you know. After child has named some, ask him: "Why do you suppose we put all these things together, and think of them as food?" (Repeat for clothing, letters, numbers, etc.)

Comment:

Being able to say why we group all things in a familiar category or concept is one indicator of understanding principles. However, children don't always have the same ideas as adults, and may give very different reasons. (See Bruner). Here is a place to be open and encourage children's divergent thinking.

Performance Statement:

3. The child can form new concepts from exposure to particular instances of the concept.

3.a Given 10-12 particular instances of a simple concept, the child can sort on that basis.

Sample Activity Items:

A deck of cards with an imaginary animal or blob of varying colors on 10-12 cards.

Different imaginary animals or blobs on each of 10-12 other cards. Tell child: "Here is a 'boto.' There are a lot of other 'botos' on these cards. See if you can find them."

Additional Performance Statements:

4. Given two red balls and one green ball and asked how they are different the child will respond by saying they are different colors,

   or

   by saying these are red and this one is green.

5. Given an assortment of small objects such as: toy people, scissors, marbles, pencils, blocks, etc., and asked to put them in groups, the child will put them together by color.

6. Given three identical strips of metal and three identical strips of wood, and asked to put them in groups, the child will put the metal strips together and the wooden strips together. When asked why he put them in those groups, he will state these are all made of wood and these are all made of metal (steel).

7. Given two cars and two trucks and asked how they are alike, the child will respond by saying they all have wheels,

   or

   they all roll, or they all carry people.

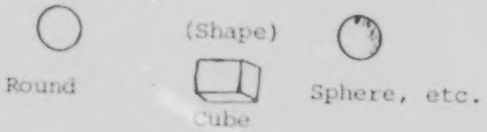
8. Given several styrofoam balls of assorted size and several thumb tacks, and allowed to manipulate the materials the child will stick the thumb tacks in the balls. Then when shown a straight pin, and asked what he could do with the pin, he will respond by saying "stick it in the balls."

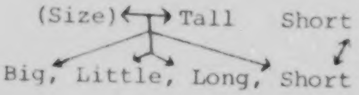
General Comments:

The term "concept" is usually thought of as a general idea or understanding, especially one derived from specific instances or occurrances. Sometimes a concept is quite specific, such as "triangle," or more generally, "shape," or still more generally, "attributes," or "geometry." All children have the ability to form concepts--but some do it quite well and easily and have a very large store of concepts. Others are more limited. All children can use help in refining and clarifying the concepts they do have, and in being able to compare and contrast the objects, actions, living things, and ideas that are included in, or excluded from a particular concept.

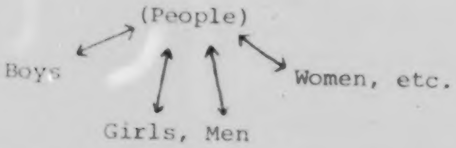
Clarification of the terms listed here--same/different, like/alike/unlike, etc., is essential before development of materials can begin. These terms are often used quite loosely. "Same" is often used without specifying in what respect two or more objects are the same. Better to say "same color," "same shape," "same size," "same length," etc., and "different color," "different shape," etc. If they are the same in every respect, the word "identical" can be used.

If you want the child to have a fully usable concept, such as "shape," "size," etc., be sure to use that term as well as the name of the instance.


(Shape)
Round
Cube
Sphere, etc.


(Size)
Tall
Short
Big,
Little,
Long,
Short

Young children frequently know the specifics, but need a linkage to the big idea.


(People)
Boys
Girls, Men
Women, etc.

Probably some "negative instances" of all these concepts, introduced at the appropriate time, would strengthen the concept.

CATEGORY I: CLASSIFICATION

B. Competency: Ability to Discriminate by Sound (2)

General Goal: The child can distinguish selected characteristics of sound, and identify sources of sound.

Performance Statement:

1. The child can distinguish selected characteristics of sound by recognition and labeling. Characteristics are positive and comparative terms loud, soft; louder, softer.

Criterion:

1.a Given a verbal direction, the child can produce a loud or soft sound.

Sample Activity Items:

Clap your hands loudly.
Say your name very softly.
I'm going to clap my hands. Now you clap your hands louder.

Performance Statement:

2. The child can identify familiar sources of sound by identifying the object or action used to produce the sound.

Criterion:

2.a Given a familiar sound, the child can identify the object used to produce the sound, or the animal which produces the sound.

Sample Activity Items:

Play recording or produce sound where child cannot see. Ask, "What object is being used?" Or, "What is making that noise?" If child cannot answer, show him a group of objects or pictures of objects or animals and let him select the one being used.

Appropriate items are: hammer, ball (bouncing), scissors (cutting), drum, jingle bells, horn, siren, tractor (use items child is familiar with), for objects; cow, dog, cat, horse, "bird," rooster, duck, etc. for animals.

Criterion:

2.b Given a familiar sound, the child can identify the action used to produce the sound.

Sample Activity Items:

Play recording or produce sound where child cannot see.

Ask, "What are they doing to make that noise?" If child cannot answer, show him a grouping of action pictures and let him select the action he thinks is being used.

Appropriate items are hammering, bouncing a ball, whistling, singing, humming, clapping hands, snapping fingers, sawing, and so forth.

For animals use mooing, barking, meowing, neighing, chirping, crowing, quacking, etc.

Additional Performance Statements:

3. Given the actual sound of a bicycle horn and lightly blown harmonica; and asked which was louder, the child will respond that the horn was louder.

4. Given the sound of a guitar being strummed and a flute being played and asked which instrument plays more notes at a time the child will respond that the guitar plays more notes.

5. Given the sound of a metronome at the speed of MM=120 and another metronome at the speed of MM=60 and asked which is going faster, the child will respond that the first metronome is faster.

6. Given the sound of high-pitched notes on the piano C'-C" and low-pitched notes on the piano, and asked which notes are high-pitched like a girl's voice, the child will respond that the first high-pitched group of notes was the highest.

7. Given the sound of a fire or ambulance siren and a clock chiming and asked which one produces a smooth sound, the child will respond that the siren sound is smooth.

8. Given the sounds of a triangle, a headless tambourine, a metal xylophone, a tom-tom drum and a bongo drum and asked to group the instruments by the kinds of sounds produced, the child will group together the metal instruments and the membrane instruments together.

9. Given the sounds of a girl's voice, a man's voice, a baby's cry, a dog's bark, a horse's whinney, a cat's meow and asked to group the sounds, the child will group the sounds by those made by people and those made by animals.

10. Given the sound of a truck, tractor, car, cement mixer, vacuum cleaner, etc., and asked who these sound alike, the child will respond that the sounds are all made by machines.

11. Given the sounds of a guitar, a ukelele, an auto harp, a recorder, a harmonica and a whistle and asked to group the sounds, the child will group the string instruments together and the wind instruments together.

12. Given the sound of a typewriter, a ditto machine, an egg beater, a drill, hammer, a saw, and a bell and asked which sound is different from the rest, the child will say the bell or the ringing sound.

13. Given the sound of a popular music radio station and the sound only on a TV station, the child will identify each using his own criterion.

14. Given the sound of paper being crumpled, cloth being torn and wood being split, and asked to identify the sound sources, the child will identify sources.

Makes general temporal comparisons of a slow/fast, before/after, long/short, a lot of sounds/a few sounds; e.g.:

15. Given a recording of "Yankee Doodle" (or another song played in fast tempo) and "All Through the Night" (or another song played at a slow tempo) and asked to march to each record and find out which music goes faster, the child will respond that "Yankee Doodle" goes faster.

16. Given the sound of a drum playing the rhythm of "Jingle Bells" followed by a tambourine playing the rhythm of "Jingle Bells" and asked what played before the tambourine the child will answer that the drum played before the tambourine.

17. Given the sound of long notes played on a flute and short notes played on a flute, and asked were some notes longer than others or were all the notes the same length, the child will answer that some notes were longer and/or some notes were shorter.

18. Given the sound of a xylophone playing a lot of notes in 10 seconds and the sound of a xylophone playing a few notes in 10 seconds and asked if the amount of notes were the same each time, or were more notes played one time, the child will respond that there were more notes played the first time and/or less notes were played the second time.

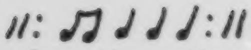
To identify and move to or play with a beat; e.g.:

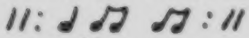
19. Given the recording of a familiar song and asked to clap with the beat, the child will clap with the beat.

20. Given the recording of a familiar song and asked to march to the beat, the child will march to the beat.

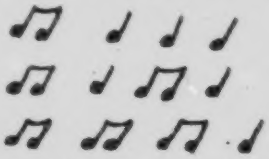
21. Given the recording of a familiar song and asked to play a drum (tambourine, sticks, etc.) to the beat, the child will play with the beat.

Reproduces simple rhythmic patterns; e.g.:

22. Given the recording of this kind of clapped rhythm  and asked to join the recording, the child will reproduce the pattern with the recording.

23. Given the recording of this kind of clapped rhythm heard 3 times  and asked to continue the rhythm after the recording stops, the child will be able to reproduce the pattern.

24. Given the recording of these kinds of clapped rhythms heard once, but with the same beat and tempo, and asked to echo the rhythms, the child will be able to echo the patterns and keep the beat going.



etc.

To analyze oral forms into constituent parts; e.g.:

25. Given a familiar song ("Are You Sleeping") with repeated parts and asked if any parts are sung more than once, the child will respond that "Are You Sleeping," and/or "Brother John," and/or "Morning Bells are Ringing," etc. is sung two times.

26. Given a familiar song with repeated lines or phrases like "Wade in the Water," "Mary had a Little Lamb," "This is the Way We Wash Our Clothes," etc., and asked which lines are sung more than once, the child will respond correctly.

27. Given a familiar song with chorus and verses and asked if one part is sung more than the others, the child will respond that the chorus is sung more times or that the chorus is sung after each verse.

28. Given a recording of Mozart's "Little Star Variations" ("Twinkle, Twinkle Little Star") and asked to clap his hands each time he hears the end of the song, the child will clap his hands at the end of each variation.

29. Given a recording of Mozart's Variations on "Twinkle, Twinkle Little Star," and asked if the song sounded the same each time or did the song sound different some times, the child will respond that the song sounded different some times and/or explain the differences (it was slower one time, or it had more notes one time, or it was loud one time, etc.).

To identify and distinguish tones; e.g.:

30. Given a piano and asked which notes are high-pitched like a girl's voice, the child will respond that these (the ones on the right) are high.

31. Given a piano and asked which notes are low-pitched like a man's voice, the child will respond that these (the ones on the left) are low.

32. Given a tape recording of a flute or violin playing a continuous high pitch and then a continuous low pitch and asked which pitch was high like a girl's voice, the child will respond that the first sound was high.

NOTE: Six year old children rarely have a concept of pitch. They tend to respond that low-pitched tones are high because they are the loudest. They tend to call high-pitched tones low because they are quiet or soft. Some six year old children can make general pitch comparisons, but they lack the language to describe what they hear.

General Comments:

Examples of loud-soft, objects, and actions should be clear, not confusing. Loud and soft are very much relative terms, not absolutes, and in learning to distinguish and label, the examples should be definitely loud or definitely soft. Be sure to use loud*ly* and soft*ly* when the adverbial form is called for.

All these can be either loud, soft, or all degrees in between.

Examples:

Home: T.V., radio: record player; hands clapping; children playing in yard.

Man Made Environment: Car horn; siren (loud nearby, gets softer as vehicle goes away); construction equipment; big truck; jet airplane.

Natural Environment: Dog barking; cat meowing; rooster; wind blowing loudly, softly.

School: Rhythm band; record player, hand clapping, feet stamping, children yelling, children whispering, cymbals clanging.

CATEGORY I: CLASSIFICATION

C. Competency: Ability to Discriminate by Sight (3)

General Goal: The child can distinguish size, shape, colors, letters, and some words by matching, recognition, and labeling.

Performance Statement: (Size)

1. The child can match objects or figures on the basis of the following elements of size: big, little; large, small; tall, short; long, short. Optional--fat, skinny; wide, narrow; broad, narrow; thick, thin.

Criterion

1.a Given three or more objects or figures, two of which are identical in size element being tested, and all of which are identical in other ways, the child can match according to size. (This is easier but not as good an evaluation.)

Sample Activity Item:

Unit blocks of several sizes, two of which are the same size. Say to the child, "Find the two that are the same size," or "Find the two that match in size."

1.b Given three or more objects, or figures, two of which are identical in size element being tested, but differing in other ways, child can match according to size.

Sample Activity Item:

Colored pictures of all different colors and sizes of apples, only two of which are the same size, child "matches" according to size.

Performance Statement:

2. The child can select an object or figure that is: big, little; large, small; tall, short; long, short. Optional--fat, skinny; wide, narrow; broad, narrow; thick, thin.

Criterion:

2.a Given two objects or figures differing in the element of size being tested and a verbal direction, the child can identify the positive and comparative terms.

Sample Activity Items:

Point to the big car.
Show me the longer arrow.
Hand me the long block.
Give me the short pencil.

Performance Statement: (Size)

3. The child verbally contrasts and compares objects according to size, big, little, large, small, tall, short; long, short are priority items. Optional are: fat, skinny; wide, narrow; broad, narrow; thick, thin.

Criterion:

3.a Given two objects that differ in some element of size, the child can tell how they differ in size. (contrasting)

Sample Activity Items:

Show child two unit blocks differing in length, say: "Tell me how these are different."

Show child picture of two cars, identical except for size, say: "Tell me how these are different."

(Other items should test other elements of size.)

3.b Given two objects that are identical in some element of size, the child can tell how they are the same. (comparing)

Sample Activity Item:

Show child frou blocks, two of which are identical in size. Ask, "How are these two blocks the same?"

NOTE: It is very difficult to elicit language this precise from young children. On the first Sample Activity Item of Crtierion 3.a, the child may say, "This block is big and that one is little." Such a statement is not wrong, only less precise than, "This block is longer than that one."

Comments: (Size)

Note that the sequence matching, recognition, and labeling is used.

Care should be taken to make sure that the examples given for each element of size are correct. Tall and short are concerned with vertical comparisons. Long and short are concerned with horizontal comparisons. Big and little, large and small are concerned with all dimensions of an object, or with changes in one plane. Big and little refer to overall dimensions, as do fat and skinny. Tall, long, short, thick, thin, etc., refer to specific dimensions.

In teaching, be sure that size differentiations are easily discernible. The children should not need a micrometer to tell which item is taller than the other.

Be sure that language is used the way we ordinarily use it. E.g., if three objects are displayed at the same time,

we don't say little, big, bigger, we would say little, middle sized, and big.

Many times two or more descriptive terms apply to the same object, and although it isn't stated as a goal, it should probably be worked in to provide for flexible thinking. For example, unit blocks: the double-unit is longer than the half unit and is also bigger.

Examples:

Big, little; large, small

Home: Big serving of food, little serving; big book, little book; big, little cookie, bubble, etc.

Man Made Environment: Big airplane, little airplane; big car, little car; houses of varying sizes.

Natural Environment: Big dog, little dog; big flower, little flower; big fish, little fish

School: Rings on color cone; big and little pencils and crayons; big piece of paper, little piece of paper

Tall, short

Home: Adults, children; older children, younger children, toddlers

Man Made Environment: Tall building, short building; tall telephone pole, short telephone pole

Natural Environment: Tall trees, short trees; giraffe, hippopotamus

School: Teacher, children; block buildings of varying heights

Long, short

Home: Long piece of spaghetti, short piece; string, ladder, feet, legs, long string of bubble gum

Man Made Environment: Long truck, short truck; long bridge, short bridge

Natural Environment: Cucumbers; vines; carrots of differing length

School: Long pencil, short pencil; long line, short line (crayon or chalk drawing), string of beads

The performance statement recommends these relatively simple dimensions of size. Careful evaluation may show that six year olds are able to learn the other elements (broad, narrow, etc.), with no difficulty. In this case, they should be taught. Probably they can.

Performance Statement: (Shape)

4. The child can match the following plane or solid geometric shapes:

Plane: circle, triangle, rectangle (including special case of square), diamond, semi-circle or half-circle

Solid: ball or sphere. Optional: cube, cylinder, pyramid

NOTE: "Round" is a special case. It should be taught, but by itself, not as opposite of square. It includes both plane and solid examples. Will be included in descriptive terms rather than shapes.

Criterion:

4.a Given a group of three or more objects or figures, two of which are identical in shape, the child can match them according to shape.

Sample Activity Items:

Two squares, a rectangle, and diamond. "Find the two that match, or are the same shape."

Three circles of differing sizes and colors, two squares of differing sizes and colors. "Put together those that match, or are the same shape."

NOTE: Testing of solids should be with objects.

Performance Statement: (Shape)

5. The child can select the following objects or figures according to verbal directions.

Plane: circle, triangle, rectangle (including the special case of square), diamond, semi-circle

Solid: ball or sphere, cube

Criterion:

5.a Given a verbal direction to select a particular shape from a grouping of objects or figures, the child can do so.

Sample Activity Items:

Point to the circle.
Hand me the triangle.
Find a square on this paper.
Hand me a cube.

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Performance Statement: (Shape)

6. The child can correctly label the following geometric shapes.

Plane: circle, triangle, rectangle (including the special case of square), diamond, semi-circle

Solid: ball or sphere, cube

Criterion:

6.a Given a grouping of objects or figures of various geometric shapes, the child can say the names as requested.

Sample Activity Items:

Tell me the name of this shape.
What is this shape called?

Comments: (Shape)

It is assumed that most people of adult age "know" these common geometric forms. In reality, there is much confusion. All the specifics are too lengthy to be mentioned here. But whoever is developing curriculum should make sure they understand all the terms and the relationship of solids to plane shapes. Watch that the "specific instances" given to build the concept are representative of all different kinds of circles, squares, etc.

● is a circle

⊙ is a circle

○ is a circle

◙ is a circle

Give negative space examples as well as positive, e.g., the doughnut hole as well as the doughnut.

Whenever appropriate, bring out the relationship of the solid to the plane, such as that of the cube to the square.

Note that it is not necessary to define these terms to the children. Build the concept through many specific instances linked with language.

Examples:

Home: Pancakes, cookies, plates, pieces of pie, slice of bread, cheese, light switch, light fixture, top rim of cup, table, book, magazine, ball of string or yarn, etc.

Man Made Environment: Wheels, windows on buildings, spaces between bridge girders, signs

Natural Environment: Fruit, flowers

School: Blocks, table tops, puzzles, tricycle wheels, wagon wheels

Performance Statement: (Color)

NOTE: It is recommended that basic and secondary colors, plus brown, black and white, be emphasized. Commonly used tints and shades may be included if desired, such as pink and gray.

7. The child can match pure colors, shades, and tints of colors.

Criterion:

7.a Given objects or pictures of a variety of colors, and shades and tints of colors, the child can match the objects or pictures to a sample of the same color.

Sample Activity Items:

Give child a box of different colored cubes, teacher holds up sample of each color in turn, says, "Find a cube the same color as this one."

Give child array of paint samples, teacher holds up sample, says, "Find another card the same color as this one."

Performance Statement: (Color)

8. The child will select colors according to a verbal direction.

Criterion:

8.a Given objects or pictures of varying colors, the child will select them following a verbal direction.

Sample Activity Items:

Point to the orange crayon.
Hand me the blue car.
Show me something black.

Performance Statement: (Color)

9. The child can name the color of objects or pictures.

Criterion:

9.a Given a colored object or picture, the child will name the color correctly.

Sample Activity Items:

What color is this crayon?
Tell me the color of this ball.
What color is this apple?

Comments: (Colors)

Start with easily distinguishable colors, and don't try to do too many in too short a period. Exotics can be left for an older age. The decision will have to be made whether any direct teaching of color will be done via T.V. If there is distortion of colors or if most people have black and white sets, it might be better to restrict teaching to home visitors and mobile classrooms.

Performance Statement: (Letters)

NOTE: It is recommended that presentation and evaluation focus upon a limited set of letters, those most frequently used in beginning reading.

10. The child can match identical letters.

Criterion:

10.a Given a grouping of three or more letters, two of which are identical, the child selects the two that are "exactly alike."

Sample Activity Items:

Child is given four wooden letters, two of which are identical, and instructed, "Find the two that are exactly alike," (or "have the same shape").

Child is given five letter cards (one letter on each card), two of which are identical, and instructed, "Find the two that are exactly alike," (or "have the same shape").

Performance Statement: (Letters)

11. The child can select letters according to a verbal direction.

Criterion:

11.a Given a verbal label for a letter, the child can select the letter from a grouping of letters.

Sample Activity Item:

Point to the "e".

Performance Statement: (Letters)

12. The child can verbally label letters.

Criterion:

12.a Given a printed letter, the child can say the name of that letter.

Sample Activity Item:

Tell me the name of this letter.

Performance Statement: (Letters)

13. The child can match simple words.

Criterion:

13.a Given a grouping of three or more words, two of which are identical, the child selects the two that are "exactly alike."

Sample Activity Item:

Child is given four cards, a word on each card. Two words are identical. Tester says, "Find the words that are exactly alike."

Comments: (Letters)

Both upper and lower case manuscript letters should be used. In the "matching" step, other forms might be used, so that the child begins to learn that there are many ways to form one letter. However, diverse forms should not be used in the recognition step.

A decision will have to be made as to what to call the capitalized and non-capitalized form. I would recommend against just "big" and "little." "Capital" and "small" are widely used in schools; sometimes "capital" and "lower case" are used. Either would probably be O.K.

Although the child can learn both forms separately or together, some effort should be made to make sure that he can associate the capital and lower case forms with each other and with the label.

Examples: (Letters)

Home: Letters on cereal boxes, other food items; T.V. commercials; newspapers, magazines, books, mail

Man Made Environment: Signs, commercials, highways, etc., letters on vehicles; mailboxes, buildings, and so forth

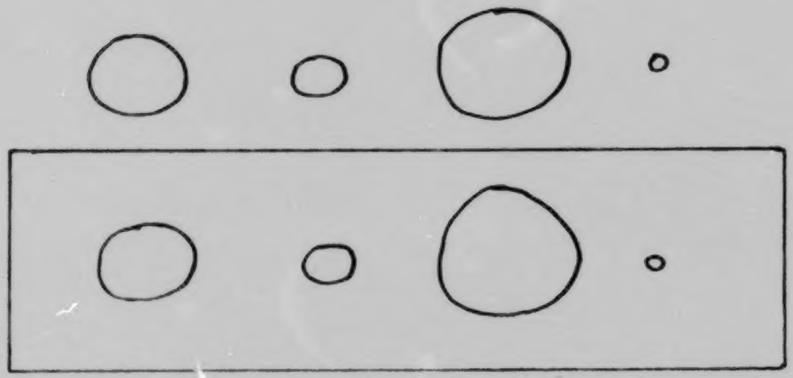
School: Child's name, other children's names; signs on equipment and school; books and magazines; letters on equipment and supplies; boxes of food used in cooking activities

In matching words, try to select those that the child would have high interest in, and ones that he would know the meanings of. Although naming the word is not necessary for visual matching, it is natural to do so, and the child might as well know what it means.

Additional Performance Statements:

14. Given a series of blocks and an equally numbered series of boxes, and asked to put the blocks in the boxes by size, the child will put the largest block in the largest box, etc.

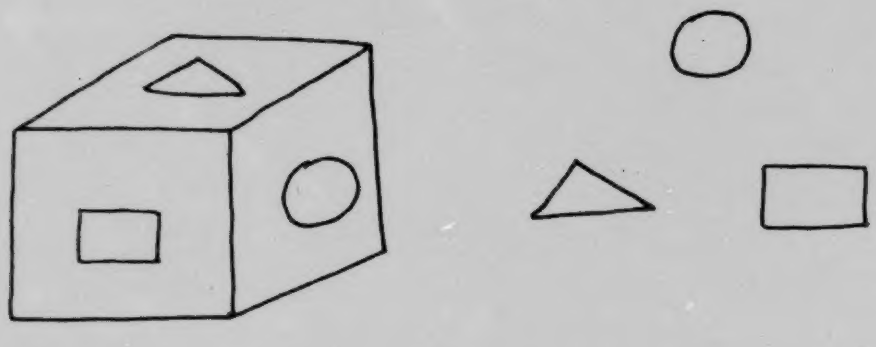
15. Given an assortment of rounds, and a board with an equal number of holes, the child will put the rounds in the hole by size.



16. Given a label which has a series of blocks represented on it, and the series of blocks and asked to match the blocks to the label, the child will put the blocks in the series according to size.

17. Given an assortment of three blue paper triangles, three blue paper circles, and three blue paper squares, and asked to put them in groups, the child will put the circles together, the triangles together, and the squares together, and when asked why he grouped them that way, he will describe them by shape, i.e., these are all circles.

18. Given a geometric shape box and the shapes for it, the child will put the shapes in the box according to the correct shape.



19. Given a paper label with pictorial representations of the geometric shapes and the geometric shapes, and asked to put the shapes in the order of the label, the child will match the shapes to the label.

20. Given small paper labels in shape form, and the corresponding shapes, the child will put the labels on the correct shape.

21. Given a parquetry puzzle and a pattern, the child will construct the puzzle according to the pattern.

22. Given paper cut-outs of a hammer, screw-driver, saw, and C-clamp, the child will match the tools to the paper cut-outs by shape.

23. Given paper shapes of objects from the classroom or home which the child is familiar with, the child will find the objects and identify them with the corresponding shapes.

24. Given a parquetry puzzle and pattern with colors, the child will construct the pattern using color as the attribute for matching.

25. Given a colored piece of paper and asked to find something in the room which is the same color, the child will find an object of the same color.

26. Given a verbal request to find something of a given color, the child will find an object which is that color.

27. Given a label which has colored pictorial representations of colored blocks on it, and asked to match the blocks to the label, the child will match the blocks by color.

28. When given an assortment of crayons and several identical cups with colored paper on them and asked to put the crayons in the cups, the child will put the (blue) crayons in the cup with blue paper on it, etc.

29. When given a paper letter "T" and an assortment of other paper letters including other "Ts" and asked to find another "T", the child will locate the other "Ts" and put them with the first "T".

30. Given a card with the word "door" on it, and asked to find the labeled object in the room which has that word on it, the child will find a labeled door.

31. Given a card with the word "boy" on it, and asked to find that word on a page in a book, the child will find the word "boy" on the page.

CATEGORY I: CLASSIFICATION

D. Competency: Ability to Discriminate by Touch (4)

General Goal: The child can use the kinesthetic-tactile sense to distinguish temperature, shapes, familiar objects, and textures.

Performance Statement: (Temperature)

1.. The child can say whether the ambient temperature, liquids, solids or surfaces of objects are hot, cold; warm, cool.

Criterion:

1.a Given an appropriate substance to describe, the child can tell whether it is hot or cold.

Sample Activity Item:

Joe's mother fixed him something special to drink on a summer day. She put some ice in a big glass of water, just like I'm doing. You feel the water and tell me whether it is hot or cold.

1.b Given an appropriate substance to describe, the child can tell whether it is warm or cool.

Sample Activity Items:

Tell me whether this piece of metal is warm or cool.
Is it warm or cool in this room?

Performance Statement: (Shapes)

2. By feeling, the child can distinguish objects shaped like a circle, square, rectangle, triangle, and diamond by matching, recognition, and labeling.

Criterion:

2.a Given an object which he can feel but not see, the child can select an object of the same shape from a set of other objects.

Sample Activity Item:

Child closes eyes, holds triangle in one hand, reaches into a bag or box to select another object the same shape.

2.b Given a group of shapes which he can feel but not see, the child can select a shape following a verbal direction.

Sample Activity Items:

Put your hand in this bag and pull out a circle.

Using "coordination board"--with pieces removed to leave cut out circles, rectangles, triangles, squares--child correctly responds to, "Close your eyes and find the squares on this board."

2.c Given a shape which he can feel but not see, the child can name the shape.

Sample Activity Item:

Tester has child close eyes, places a shape in his hands. "Tell me the name of the shape you have in your hand."

Comments: (Shapes)

As in working with distinguishing shapes by sight, make sure that there are a wide variety of "specific instances" to enable the child to generalize. For example, in working with the concept "circle," one might use a ring from a color cone, a rigid round bracelet, a wheel from a toy car, a cardboard circle, and so forth.

There are a number of ways one can go about teaching shape (or size) recognition using the kinesthetic--tactile sense; an opaque "feel" bag, a box into which the child can put his hand but can't see into, a blindfold on the child, a screen which he reaches around, and so forth.

In selecting items to use, be sure the distinctive features can be felt. A felt or lightweight paper square would be very difficult to distinguish by touch.

Examples:

Home: Spool, plastic cup, different shaped cookie cutter, small cardboard box.

School: Puzzle pieces of desired shapes, small book, rings from color cone, blocks of all types and shapes

Performance Statement: (Familiar objects)

3. By feeling, the child can distinguish familiar objects by matching, recognition, and labeling.

Criterion:

3.a Given a familiar object which he can feel but not see, the child can select an identical object from a set of other objects.

Sample Activity Item:

Child feels familiar object in an opaque bag, selects an identical object from a group of objects in another opaque bag.

3.b Given a group of familiar objects which he can feel but not see, the child can select a familiar object following a verbal direction.

Sample Activity Items:

Put your hand in this bag and find a ball.
Put your hand in this bag and find something you can drink out of.
Put your hand in this bag and find a pencil.

3.c Given a familiar object which he can feel but can't see, the child can name the object or tell its function.

Sample Activity Items:

Tester hands child an opaque bag with one familiar object in it, child reaches into bag, and without looking identifies the object.

"Those are scissors."
"That's a spoon."
"You draw pictures with it."

Comments: (Familiar objects)

Be sure to use objects small enough and distinctive enough that the child can distinguish them by shape. The child should be familiar with the object, but if he doesn't know the name, these games are an excellent way to help him learn.

Make a game out of the "no lookin" to keep the learning situation light and non-threatening. Children are so used to looking to find out something that they just naturally try to do so. Make sure the items will not crush, as sometimes the "feeling" gets vigorous.

Examples:

Home: Toy truck or car; pencil, crayon; sponge; rubber band, spoon, fork, pop bottle opener

Natural Environment: Rocks, sticks, seashells, pine cones, nuts, acorns, and so forth

School: Blunt scissors, chalk, eraser, small blocks, beads, paper towel, any small toy, plastic cup or glass, and so forth.

Performance Statement: (Texture)

4. The child can discriminate texture of substances as rough, smooth, sticky, by matching, recognition, and labeling.

Criterion:

4.a Given two sets of substances which can be matched by texture, the child can do so.

Sample Activity Item:

Here are two boxes with pieces of material in them. Without looking, see if you can put together the pieces that feel exactly alike.

4.b Given appropriate substances to feel, the child can select a substance by texture following a verbal direction.

Sample Activity Item:

Child is given a selection of rock easily distinguishable as either rough or smooth. He correctly responds to requests, "Hand me a smooth rock. Hand me a rough rock."

4.c Given appropriate substances to feel, the child can describe the substance using appropriate terms.

Sample Activity Items:

Tell me how this rock feels.
Tell me how this sandpaper feels.
Rub this piece of fabric in your hand and tell me how it feels.

Comments: (Texture)

Texture, like odor and taste, has few descriptive terms which are commonly used. Rough, smooth, slick, sticky, slippery, furry, fuzzy are some of these. How many one should expect a six year old to know is largely a matter of conjecture. Certainly, some. But at this age, children are often still searching for these descriptive terms, and frequently use very imaginative comparisons rather than adults' more prosaic terms. A child may say, "It feels like whiskers," or "It's hairy." Probably this type of response should be encouraged, rather than hurried into more "correct" terminology.

A common mistake in introducing children to textures is to try to classify everything as either rough or smooth. This is an impossible task. Items should be clearly rough or smooth. Comparatives are very difficult to assess unless one uses graded sandpaper. And it is doubtful if many people need that particular skill, anyway.

Examples:

Home: Satin, velvet, plush toy, linoleum, scratchy nylon couch fabric, oil cloth, carpet, rough wool trousers

Man Made Environment: Car finish, tire tread, concrete, asphalt, gravel, sandpaper

Natural Environment: Rocks (both rough and smooth), wheat heads, mud, clay, dried corn on the cob, or just the cob, furry kitten or rabbit

School: Smooth table top; carpet samples of wide variety of textures, fingerpaint, sandpaper

Many children are inclined to confuse "smooth" and "soft." Care should be taken that they are kept separate.

Additional Performance Statements:

5. Given a bowl of warm water and a bowl of ice water, and asked which one is better for washing hands, the child will choose the warm water and respond by saying the water is warm.

6. Given an egg from the refrigerator and one at room temperature and asked which is cold, the child will choose the refrigerated egg.

7. Given a glass of ice water and a glass of warm water, and asked which is not cold, the child will choose the refrigerated egg.

8. Given a warm plate and a cold plate and asked which is warm, the child will select the warm plate.

9. Given a paper sack containing several distinctly shaped objects including a toy airplane, and an identical toy airplane outside the sack, and asked to feel the objects in the paper sack to locate the other airplane, the child will locate and remove the airplane.

10. Given a paper sack containing parquetry pieces and one parquetry piece outside the sack and asked to find the "triangle" in the sack by feeling, the child will locate and remove another "triangle."

11. Given a paper sack containing an assortment of cylindrical objects including a nail, and a nail outside the sack, and asked to find the nail in the sack by feeling, the child will locate the nail and remove it.

12. Given a sharp saw and a dull saw, and asked to find the sharp saw, the child will feel the teeth and choose the sharp saw.

13. Given a sack containing several broken forks and several usable forks, and asked to find a fork to eat with by feeling those in the bag, the child will locate and remove a usable fork.

14. Given a piece of coarse sand paper and a piece of plastic and asked which is smooth, the child will respond that the plastic is smooth.

15. Given a dry plate and a wet soapy plate, and asked which is slippery, the child will select the soapy plate.

16. Given a piece of cotton cloth and a piece of burlap, and asked which is roughest, the child will select the burlap.

17. Given a piece of fine sand paper and a piece of medium sand paper and asked which is roughest, the child will select the medium.

18. Given a piece of construction paper and a piece of tissue paper and asked which is the softest, the child will select the tissue paper.

19. Given a piece of foam rubber and a piece of hard rubber and asked which is soft, the child will select the foam rubber.

20. Given a piece of plasticine clay at room temperature, and one piece which has been worked, and asked which is hard, the child will select the piece at room temperature.

21. Given an unpolished rock and a polished rock and asked which is smooth, the child will select the polished rock.

22. Given a bowl of warm water and a bowl of hot water and asked which one is best for washing hands and why, the child will select the warm bowl and say the other is too hot.

23. Given a glass of cold milk and a glass of chilled milk and asked which is the coolest, the child will select the cold milk.

24. Given a quarter from the pocket and one at room temperature, and asked which is the warmest, the child will select the one from the pocket.

General Comments:

Note that the entire sequence of matching, recognition, and labeling is not suggested here. It could be done at home and school, but is probably not necessary. Most six year olds know hot and cold, and probably warm and cool. They may not say them at the appropriate time. Also, whether a given "thing" is hot or cold, warm or cool may be highly subjective. The soup that is too hot for one person may be "just right" or cold to another.

In teaching about "hot," make sure that the child is not inadvertantly encouraged to touch or taste something that could burn him.

Examples:

Home: Air temperature; food and drink; water for bathing; ice; oven; lighted incandescent bulb

Man Made Environment: Metal on a car on a hot or cold day; car seat on a hot day; sidewalk on a hot day; fire

Natural Environment: Cool water in stream or lake; cool mud; snow; rain; ice; sunshine; shade

School: Air temperature; food and drink; cooking activities; water for washing; water for water play; metal slide on a hot day

CATEGORY I: CLASSIFICATION

E. Competency: Ability to Sort (5)

General Goal: The child can sort objects or pictures of objects according to familiar qualities, functions, or relationships, and label, describe, or give a verbal explanation. He can also sort appropriate objects in more than one way.

Performance Statement: (Qualities or Attributes)

1. The child can sort objects or pictures of objects according to qualities or attributes as designated. (e.g., Put all the red blocks in this box.)

Criterion:

1.a Given a group (array, set) of objects or pictures which can be sorted according to qualities or attributes known to the child and a verbal instruction of how to sort, the child can do so.

Sample Activity Items:

Put all the red (big, hard, metal, square, etc.) things in this box.

More difficult--Sort these things according to color (size, shape, what they are made of, hardness, etc.).

Performance Statement: (Qualities or Attributes)

2. The child can sort objects or pictures of objects according to qualities or attributes which he perceives. (e.g., Child is given group of objects which can be sorted according to qualities. He decides how to sort.) (Don't ask child to sort on basis of "stripes" unless he has been taught what "stripes" are.)

Criterion:

2.a Given a group (array, set) of objects or pictures of objects which can be sorted only according to qualities or attributes, the child can sort according to qualities or attributes which he perceives and sets.

Sample Activity Item:

Put these things in different piles the way you think they ought to go.

Performance Statement: (Functions)

3. The child can sort objects or pictures of objects according to functions as designed (e.g., Things we eat with, toys, furniture).

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Criterion:

3.a Given a group of objects or pictures which can be sorted according to function, and a verbal instruction of how to sort, the child can do so.

Sample Activity Items:

Put all the things we can eat (wear, ride in, play with, read, etc.) in this box.

Put all the things we wear on our feet in this box, things we wear on our heads in this box, and things we wear on our hands in this box (indicating boxes).

Put all the tools in this box, vehicles in this box, and toys in this box.

Put all these objects in different piles according to what we do with them.

Performance Statement: (Functions)

4. The child can sort objects or pictures of objects according to functions which he perceives and sets.

Criterion:

4.a Given a group of objects or pictures which can be sorted according to functional qualities, the child sorts according to categories which he perceives and sets.

Sample Activity Item:

We use these things in different ways. Put these things in piles (or in the boxes) the way you think they ought to go.

NOTE: Every effort should be made to eliminate confounding elements of color, size, etc., but it is easily possible that the child will sort on another basis from the one anticipated. This should not be counted wrong if it is a legitimate sort.

Performance Statement: (Other Categories)

5. The child can sort objects or pictures of objects according to familiar categories as designated (food, fruit, animals, children, grown-ups, etc.).

Criterion:

5.a Given a group of objects or pictures of objects which can be sorted according to familiar categories, the child sorts as designated.

Sample Activity Item:

Put all the cars in this box, all the boats in this box, and all the airplanes in this box.

Performance Statement: (Other categories)

6. The child can sort objects or pictures of objects according to categories which he perceives and sets.

Criterion:

6.a Given a group of objects or pictures of objects which can be sorted according to familiar categories, the child can sort according to categories which he perceives and sets.

Sample Activity Item:

Put these things in different piles the way you think they ought to go.

NOTE: The child may perceive other ways of sorting than the intended categories. This should not be wrong if it is a legitimate sort.

Comments: (Including or Excluding)

Fairly standard way of working toward concept of a group. Watch that the child's ideas of what "goes with" are respected. Ask, "why?" He may have a perfectly logical reason which you may not have perceived.

On both of these criteria, it is a good idea to go ahead and say why the object "goes with" or "does not belong." This gives an excellent opportunity to reinforce the concepts and categories used.

"They are all the same size."
"You eat them all."
"These are circles and this is a triangle; they are not the same size."

Start with observable bases (size; shape; color; stripes; dots; right-side-up, up side down, etc.), then proceed to familiar categories (food, vehicles, furniture, beverages, etc.).

Comments: (Time)

Care will need to be taken that the events selected will be familiar to the children, also, that the time sequence of events is logical. Many of the pictures used in commercial "sequencing" activities are ambiguous. For example, one can't tell whether the picture showing someone carrying dishes is setting the table or clearing the table. Also, many times there is no set order for the events shown; they can just as well happen one way as another.

Use "first," "last," "next," and so forth so that the children can learn the meaning of those words in this context. Working with children, one gets the impression that they don't know these terms, rather than not actually knowing the order of events.

Examples:

Home: Each family's unique way of ordering routines of waking, getting up, washing, dressing, eating, getting ready to go to school, etc. (This will really have to be done within each family); food preparation.

Man Made Environment: Sequence of starting car or pickup, and driving off; school bus coming, stopping, picking up children, driving off; trip to store

Natural Environment: Plant growth; leaf growth and fall (trees)

School: Each school's unique way or ordering events, perhaps of getting ready for snacks or group time, food preparation (jello, popcorn); painting (put on apron, paint, change paper, paint again, take off paper, wash hands, take off apron, etc.--use sequence most of the local teachers use.).

Comments: (Order in a group)

This is a relatively difficult item, involving far more complex cognitive processes than simple seriation by size, or even number of a group. The step from being able to count four or five objects to knowing "fourth" or "fifth" is a large one. Before the child can do this task, some direct teaching of "first," "second," "third," etc., will need to be done.

Also, it is suggested that the complicating factor of having to figure out "third from the left," or "second from the right," commonly used in adult directions, not be used unless you are absolutely sure the children have fully grasped left and right. Few six year olds have. The child can get the idea of ordinal number simply by using "third from this end" or "this side" or "front."

If "front" and "back" are used, the objects or pictures must clearly have "front" and "back" in the order.

Examples:

Home: People at table; finger plays, songs; objects in counting books; people in pictures in newspaper, magazine

Man Made Environment: Cars lined up waiting for a stop light; trucks lined up waiting for gravel or ore; mailboxes lined up at R.F.D. stop

Natural Environment: Animals lined up at a feed trough; rows in garden; lined up rocks, shells, cones, etc.

School: Children sitting at table; fingers in songs and fingerplays ("The first little pumpkin"), counting books.

Performance Statement: (Explaining)

7. The child can give a verbal explanation for the sorts he makes.

Criterion:

7.a Having sorted a group of objects, the child can label the groups, give descriptions, or otherwise give a verbal explanation for sorting the way he did.

Performance Statement: (Sorting in More Than One Way)

8. The child can sort a group of objects or pictures of objects in more than one way using his own criteria for sorting.

Criterion:

8.a Given a group of objects or pictures of objects which can be sorted in more than one way, the child can sort at least two (2) ways beginning from a mixed array.

Sample Activity Item:

"Sort these things any way you want to." After child sorts, tester mixes array, says "Now see if you can sort them into different piles," or, "Do it another way."

NOTE: This is difficult to evaluate, because the children sometimes interpret the "different" in interesting ways; e.g., they may use the same basis for sorting, but put the piles in different places. Maybe another direction could be devised.

Performance Statement: (Sorting in More Than One Way)

9. The child can include or exclude objects in or from a group on a logical basis.

Criterion:

9.a Given three objects that define the basis of a group, the child can select another that "goes with" them, on observable or familiar categories basis.

Sample Activity Item:

Picture of three foods, child selects a fourth from pictures of food, a vehicle, a toy.

9.b Given four objects, one of which does not "go with" or belong with the others on observable or familiar categories basis, the child can select the one to exclude.

Sample Activity Item:

Three circles, one triangle. "Which one of these shapes doesn't belong in this group?"

Comments: (Sorting in More Than One Way)

The best way to select an array that lends itself to sorting in more than one way is to try it out yourself and see how many "sorts" you can find. Use different kinds of combs--black, white; long, short; fine tooth, wide tooth; rounded edge, squared edge, for example. Have enough of each that the child can see they form a group, but not always the same number. Children quickly get the idea (false) that groups should be approximately the same size, and won't form 2 groups with, say, 10 in one group and 4 in the other.

Examples:

Items have to be fairly carefully selected. Buttons, seashells, selected combs, toothbrushes, array of pencils, etc. are some examples.

Additional Performance Statements:

10. Given a set of assorted objects and asked to sort the objects, the child will sort by color.

11. Given a set of assorted objects including a crayon, a pencil, a pen, and a marker, and asked to sort the objects, the child will sort the above into one group because they can be used to draw/write.

12. Given a set of assorted plastic, wooden, and metal objects, and asked to put the things together which are made of the same thing, the child will sort the objects into three groups by constitution.

13. Given an assortment of objects found in specific areas in the environment, and asked to sort them according to where they can be found in the classroom, i.e., block area, house area, construction area, the child will sort the objects according to location.

14. Given a set of objects including a saw, scissors, knife, and shears, and asked to sort the objects into groups by uses, the child will sort the objects into groups, one of which will contain the above, which will all "cut" things.

15. Given an assortment of objects including a hammer, a nail, a screwdriver, and a saw, and asked to sort the objects by their function, the child will sort the above into a group because they all "build."

16. Given an assortment of objects including pieces from a jigsaw puzzle, pieces from a wooden puzzle, and pieces from a body parts puzzle, and asked to sort the objects into groups by function and the child will put all the above in one group, as they are all puzzle pieces.

17. Given an assortment of objects including a fork, knife, spoon, teaspoon, ladle, turner, and serving spoon, and asked to sort the objects into groups by function, the child will sort the above into one group because they are all used with food.

18. Given an assortment of objects including beans, peas, candy, milk, and water, and asked to sort by function, the child will sort the above into one group, as they are all eaten or drunk.

19. Given an assortment of materials including a bottle of glue, a bottle of paste, a roll of scotch tape, a roll of masking tape, and a bottle of rubber cement, and asked to sort the objects by use, and the child will sort the above into one group as they all fasten or "stick" things together.

20. Given any set of objects and asked to sort the objects into groups because of the ways they are alike, and to describe his rationale for the groups the child will describe his groups and the similarities which they possess.

NOTE: Always ask why these are in this group and what we could call this group, and the child will label the group, i.e. all red things, soft things, rough things.

General Comments:

The ability to organize the multitude of objects the child encounters in his world is basic to his intellectual growth and understanding. He needs to be able to sort and classify both on bases set by someone else, and on bases that he himself perceives and sets. In the past, too much stress has been put on the former, and not enough on the latter. The performance statements formulated above are only examples of the more common way children can be expected to sort by age six. There are others.

Sorting is a process, and it is that which the child must learn. It helps him if he can sort according to commonly accepted categories, but once he "catches on" to the process, the sophistication of the basis on which he can sort is a function of knowledge--intellect--age. For example, the average person speaks of trucks, sometimes pickups, and "semis." The trucker or interested person would talk about pickups, stake trucks, cattle trucks, "hot mix" trucks, cement mixers, moving vans, etc.

It is recommended that two (2) approaches to this process be taught, one convergent (do it this way), the other divergent (do it the way you see it). The selection of materials helps this process. The child can hardly be expected to be very creative about sorting cubes all the same size, with different colors.

To encourage the child to look at material and use his own creativity in sorting, unstructured material seems to help. Examples--leaves, evergreen cones, nuts (no peanuts), shells, rocks, etc.

Giving a label to the groups he has sorted or otherwise why he sorted the way he did is not essential to the process, but does enhance communication skills, and informal observation that indicates that descriptive language can enhance precision of the sort.

In giving directions to the child to sort on a given basis, be sure he knows the concept or concepts used--e.g., it is easier to respond correctly to "Put the big cubes here and the little cubes there" than "Sort these according to size."

Examples:

Home: Socks, silverware, buttons (Mama's button box on a rainy day), food, categories of food (fruit, vegetables, etc.), furniture, things that "belong" in different rooms, tools, clothes

Man Made Environment: Vehicles of various kinds, different kinds of stores, construction and mining equipment

Natural Environment: Leaves, trees, flowers, plants, rocks, shells, seeds, animals, birds, fish

School: Blocks, cubes, boys, girls, toys, things we could draw a picture with.

CATEGORY I: CLASSIFICATION

F. Competency: Ability to Ordinate (6)

General Goal: The child can order on the basis of size, number, time, and position.

Performance Statement:

1. The child can order objects according to the size.

Criterion:

1.a Given the largest and smallest of four to six objects graduated in size, the child can place the intermediate objects in proper order.

Sample Activity Item:

Six cut out oranges, ordered according to size. Place the largest and smallest and tell the child to put the others, in order of size, in between.

1.b Given the longest and shortest of four to six objects graduated in length, the child can place the intermediate objects in proper order.

Sample Activity Item:

Five sticks, varying in diameter, ordered in length. Place the longest and shortest stick and tell the child to put the others, in order of length, in between.

1.c Given four to six objects graduated in size, the child can order them according to size. (more difficult)

Sample Activity Item:

Five colored plastic eggs or clay balls. Tell child to put them in order, with the largest at one end, the smallest at the other, and the others in between.

NOTE: Other elements of size may be used, and different numbers of objects. Size differences should be easily perceived. If balls of clay are used, the descriptive wording may be "most" and "least."

Comments:

This competency is the classical Piaget seriation task. Curriculum writers should become familiar with the literature on this if they are not already. The problem which confronts the child is not so much discrimination, at least by sight, as it is grasping or constructing the concept. Use objects which clearly display the concept.

Examples:

Home: Food, tumblers, sticks of candy, people

Man Made Environment: Houses, cars, trucks

Natural Environment: Trees, Flowers, animals, rocks, shells, cones

School: Blocks, clay balls, food, different size chairs, children

Performance Statement:

2. The child can order groups of objects according to the number in the group.

Criterion:

2.a Given four to six sets of objects not exceeding ten in number, with the sets containing the most and fewest objects in place, the child can place the intermediate objects in proper order.

Sample Activity Item:

Boxes of crayons, or pictures of boxes of crayons on cards, with number of crayons in the box varying from two to eight. Crayons should be partially out of the box for easy counting. Place the boxes with the most and fewest in place and tell the child to put the others in between according to the number of crayons in the box.

Comments:

This is more difficult than the above, because purely visual comparison of space occupied will not result in correct ordination. The child must either count or have sight recognition of objects in the group. One could make it more difficult by varying the size of the objects.

Note the use of the term "fewest" which is the correct way to talk about discrete elements.

Examples:

Home: Buttons on plastic saucers or in cottage cheese cartons; marbles in coasters, and so forth

Man Made Environment: Not applicable

Natural Environment: Rocks in plastic containers, small shells in jar lids

School: Cubes in plastic boxes; beads on strings, tied; pictures or stickers or shapes on pieces of oak tag. Any small items which can be put in a container flat enough for them to be counted.

Performance Statement:

3. The child can order events according to time sequence.

Criterion:

3.a Given picture of the first and last of six events in a logical time sequence, the child can place pictures of the intermediate events in proper order.

Sample Activity Item:

Pictures of child looking up in a tree at an apple, going to get father to show him the apple, father bringing ladder, father handing child the apple, child eating apple, --or similar story. Place first and last pictures, tell child to put others in the way they probably happened.

Performance Statement:

4. The child can identify objects by their order in a group.

Criterion:

4.a Given an ordered group of up to five objects, the child can select one by its ordinal position.

Sample Activity Item:

A train of five cars, ask child to point to the second one from the front.

Additional Performance Statements:

5. Given a set of seven pencils, each one unit smaller than another, and asked to put them in order from largest to smallest and the child will order the pencils from largest to smallest.

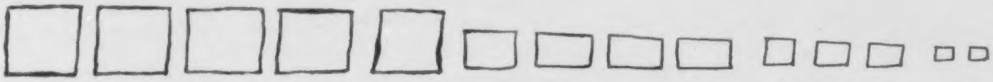
6. Given a series of washers, and asked to put them in order from the smallest to largest and the child will order the washers from smallest to largest.

7. Given a series of paper circles and asked to order them from largest to smallest and the child will order the circles from largest to smallest.

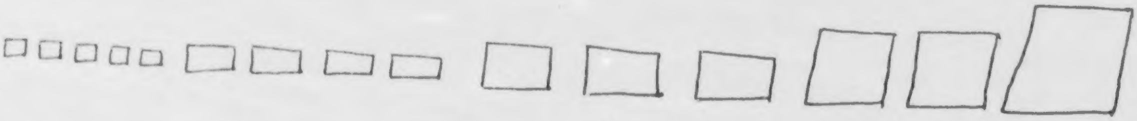
8. Given a set of five red blocks, four blue blocks, three green blocks, two yellow blocks, and one white block, and asked to order the groups of blocks from the largest group to the smallest group, and the child will order the groups.

9. Given a "Peanuts" cartoon cut into segments, and asked to order the pieces according to what happened first, second, and third, the child will order the segments according to their occurrence in time.

10. Given a set of five four-inch paper squares, four three-inch squares, three two-inch squares, and two one-inch squares, and asked to order the sets of squares from the largest group to the smallest group, the child will order the groups from largest to smallest.



11. Given a set of five one-inch squares, four two-inch squares, three three-inch squares, two four-inch squares, and one five-inch square and asked to order the groups in squares from the largest group to the smallest group, the child will confuse the issues of number and size.



12. Given a set of pictorial representations of the things which are commonly done in the morning before work, play, or school, and asked to order the pictures from the first thing we do to the last thing we do before school, the child will order the pictures according to his own home routine, e.g., getting out of bed, getting dressed, brushing teeth, eating breakfast.

13. Given a doll and a set of doll clothes and asked to dress the doll and the child will put the clothes on the doll in the order necessary to get all the clothes on, e.g., shorts, socks, T-shirt, shirt, pants, shoes.

14. Given a set of six cups and a set of six plastic flowers and asked to put flowers in the cups, the child will put one flower in each cup.

15. Given a set of six cups and a set of eighteen marbles and asked to put the marbles in the cups so that all the marbles are in the cups and all the cups have an equal number of marbles in them and the child will put one marble in each cup and repeat the process until the above is accomplished.

16. Given a set of toy trucks or cars and a set of toy people, and asked to put one person in each car/truck, the child will match the people to the cars one to one.

17. Given a string with three beads on it and asked to find the bead in the middle, the child will locate the middle bead.

18. Given a string of beads and asked to locate the bead on the left end, and the child will locate the bead on the left end. (Right end.)

19. Given a stack of blocks, one red, one blue, and one green, and asked which block is on top, the child will locate the block on top.

20. Given a stack of blocks, one red, one blue, and one green, and asked which block is on the bottom, the child will locate the block on the bottom.

21. Given a set of doll house furniture including a table, a vase, and a stool, where the stool is under the table and the vase above the table, and asked to locate the object under the table, the child will locate the stool.

22. Given the above set of objects, where the stool is under the table and the vase is above the table, and asked to locate the object above the table, the child will locate the vase.

23. Given the above set of objects, where the stool is under the table, and the vase is above the table, and asked to locate the object between the stool and the vase, the child will locate the table.

24. Given the above set of objects, where the stool is beside the table and the vase is on the table, and asked to locate the object below the vase and beside the stool, the child will locate the table.

25. Given a puzzle and asked to assemble it the child will assemble the pieces in proper formation.

26. Given a car/truck with the wheels off and asked to replace the wheels, the child will replace the wheels in the proper location.

27. Given a complete puzzle (body parts) and an identical one missing one piece, and asked what is the missing piece, the child will describe the part.

28. Given an incomplete body puzzle, and then asked to assemble the puzzle, the child will assemble the puzzle correctly and describe the missing parts.

29. Given a pictorial representation of a set of figures and those and more figures, and asked to make the set of figures, the child will make the set of figures, and put the extras aside.

30. Given a set of seven blocks and an assortment of plastic people, and asked to make a set of people which has the same number of pieces as the set of blocks, the child will make a set of seven people.

31. Given a set of seven blocks and a set of four blocks and extra blocks, and asked to make the small set the same as the large set, the child will put three blocks with the four blocks and equalize the sets.

32. Given a set of six blocks and a set of three blocks, and asked to make both sets the same as the small set, the child will remove three blocks from the set of six.

33. Given a set of four blocks, a set of three blocks, and a set of five blocks, and asked to make the sets the same, the child will take one block from the set of five and put it in the set of three.

34. Given a set of no blocks and a set of one block and asked to make the sets the same, the child will be unable to make the sets equal by emptying the set of one.

CATEGORY I: CLASSIFICATION

G. Competency: Ability to Conserve (7)

General Goal: The child can compare and contrast number and quantity; the child can conserve number and quantity. (Some children may be unable to do the latter.)

Performance Statement:

1. The child can match objects one-to-one with and without physical correspondence. (Conservation of number.)

   Criterion:

   1.a Given two groups of objects, the child can physically place them in one-to-one correspondence.

   Sample Activity Item:

   Six little bowls or cups, ten plastic spoons. Tell child, each of these bowls needs a spoon beside it, like this, (place spoon). Put one spoon beside each bowl.

   1.b Given two groups of objects, the child can establish one-to-one correspondence without physical matching.

   Sample Activity Items:

   Bowls and spoons as above. Establish correspondence, then spread bowls out, bunch spoons up. Ask child: "Now are there more bowls, or more spoons, or are they just the same?"

   Here is a picture of some children waiting for a glass of milk for a snack. Here are some glasses. Put out one glass for each child. Or,

   Here is a picture of some children waiting for a glass of milk for a snack. How many glasses will we need to give each child one? (Mental operation, no glasses.)

Performance Statement:

2. The child can compare continuous quantities of substances.

   Criterion:

   2.a Given examples of substances of unequal mass, the child can identify which has more and which has less.

Sample Activity Item:

With child, make two balls of clay, plasticene, or dough, one large and one small. Ask child: "Which ball has more clay in it? Which ball has less?"

2.b Given examples of substances equal and unequal in mass, the child can identify those which have the same amount.

Sample Activity Item:

With child, make several balls of clay, plasticene, or dough, with at least two being the same size. Tell child: "Find the balls that have the same amount of clay in them. When child has identified these, then roll one into a long roll, and ask child: "What about them now? Do they still have the same amount of clay, or does one have more?"

NOTE: Many children may still be non-conservers at age 6.

2.c Given liquid of varying amount in containers identical in size and shape, the child can identify which container has more in it, which has less.

Sample Activity Item:

Clear plastic beverage glasses, one full, one half full. Ask child: "Which glass has more water in it? Which has less?"

2.d Given liquid of varying and equal amount in containers identical in size and shape, the child can identify the containers which have the same amount in them.

Sample Activity Item:

Four clear plastic beverage glasses, two with identical amount of water, 1 with more, 1 with less, 1 clear plastic container, flat and wide, such as sandwich box. Tell child: "Find the glasses that have the same amount of water in them." When child has identified these, pour liquid from one into the flat and wide container. Ask child: "Now what about them? Is there still the same amount of water, or is there more or less?"

NOTE: At age 6 many children cannot conserve quantity of liquid.

Additional Performance Statements:

3. Given a set of six horses and eight people, and asked to put one rider with each horse, the child will sort the horses from the people and match one to one.

4. Given two equal balls of clay, and asked which is more or if they are the same, the child will describe them as the same.

   NOTE: When one ball of clay is rolled out like a snake and the child asked if they are the same or if one has more, the child will say the one like a snake has more.

5. Given two identical cups, filled with blue liquid (one), and green liquid (one), and asked to make them have equal the child will make them equal in volume.

   NOTE: When one container is poured into a differently shaped container, preferably tall and thin, and the child asked if they are the same or if one has more, the child will respond by saying the tall container has more.

General Comments:

Conservation is also a classical Piaget task, and anyone working with this item should be thoroughly familiar with Piaget's and his students' work. Celia Lavatelli or Millie Almy are good references.

Most people will agree that six year olds are in a transitional period with respect to conservation. Some may be able to do it, others not; still others may be inconsistent.

The role of language in this is disputed. Teaching the necessary terminology "wider and shorter," "taller and skinnier," and so forth, probably will not guarantee conservation, but as long as the child is still able to think only in the global terms of "big and little," it is unlikely that he will be able to make the finer mental comparisons to conserve mass and volume.

Note that in referring to continuous quantities, such as clay, sand, water, milk, rice, etc., that the terms "more" and "less" are used. In referring to discontinuous quantities, such as spoons, glasses, or anything that is being counted, the terms "more" and "fewer" are used.

Probably the best teaching method for young children is one that works gradually with this idea. For example, working with dough, mother or teacher may say, "I've got this dough in a ball; now I'm going to punch it out flat, then roll it into that same ball again." Or, let children pour rice, sand, or water into widely varying containers. Compare the containers.

The one-to-one correspondence is fairly standard. Just make sure the idea of starting at the left doesn't get mixed in.

Examples:

Home: continuous--sand, water, milk, juice, soup, gravy, rice, dough, mashed potatoes, mud, etc. Discontinuous--buttons, table service, ice cream cones, lollipops, etc.

Man Made Environment: Truck driver for each truck

Natural Environment: Animals (a collar for each dog), a person standing under each tree

School: See home--add all little toys, clay, plasticene, play dough, etc.

CATEGORY I: CLASSIFICATION

H. Competency: Ability to Measure (8)

General Goal: The child can use a variety of terms and methods related to the measurement of discrete and continuous quantities.

Performance Statement: (Measurement of Discrete Elements by Counting)

1. The child can count correctly a group of objects up to and including ten.

Criterion:

1.a Given a group of ten or fewer objects the child can count the objects correctly.

Sample Activity Items:

How many cars are in this box?
Count the apples in this picture.

Comments:

Although the process of counting is relatively simple, there are some guides for presentation, and some pitfalls to be avoided.

The terms "count" and "how many" which are essential to the child's being able to perform the counting operation, may not be known by some of the children. They should be used in association with the process whenever possible.

For example:

I wonder how many children are here today.
Let's count to see. You count with me.
How many spoons are on the table now?
Get five more.

There is a tendency for counting to be done left to right, as reading is done. Although children do a better job of counting objects if they have a systematic way to do it, it doesn't matter what the system is. In fact, the learning is better if the child can count regardless of placement (see Piaget). So show counting taking place from left to right, right to left, in a circle, in a triangle, etc. Also with objects spaced far apart as well as close together.

In addition, it seems to help to show the child a way to keep track of what he has counted; such as pointing to each object in turn as he says the number (do this with him), or moving each object slightly aside as he counts.

The only way a child can learn to count is by listening to someone count, and by counting. He does need to know the counting series (just counting), but does not need to learn it separately from learning to count things. The two things can be learned together. There is a time for "just counting." It is especially helpful when you get above 20 or so.

For T.V., you don't have to show a person counting. Animation or mechanical means could move objects onto, off of, or around on screen while voice is counting.

Select, whenever possible, rhymes and songs that count things, rather than the ones that just count, such as "one, two, buckle my shoe."

To get the child counting on his own, when you think he may know how, get him started, then quit counting with him. If he makes a mistake, come in again with him until he is on the right track. When he has learned to count to ten, help him learn to count higher.

Examples:

Home: Count fingers, toes, other parts of child's body; count people in home; count steps up to porch

Man Made Environment: Count mailboxes on way to town (difficult); count tires on car; count objects being loaded onto barge; vehicles at store

Natural Environment: Pick up sticks in yard, count; count trees in yard, rocks, petals on a flower

School: Count children present; count blocks in tower, beads on string, raisins for snack ("How many raisins do you want?")

Performance Statement: (Time)

2. The child can distinguish time relationships comprehending and using a variety of terms as appropriate.

   A long (longer) time
   A short (shorter) time
   Yesterday, today, tomorrow
   Early, late
   Before, after

   Criterion:

   2.a Given two sustained sounds of varying lengths, the child can identify the sounds held a long time and a short time.

   Sample Activity Item:

   Play recording of several examples of longer and shorter sustained sounds (such as train whistle, car horn, organ notes, hum, or several examples of just one of these) for child to listen to. Play second time, ask him to identify sounds held a long time. Play third time for child to identify sounds held a short time.

2.b Given a request to tell something that happened during a specific time period (before lunch, yesterday, early this morning), the child can do so.

Sample Activity Item:

Tell me something you did yesterday. What did you do just before lunch today?

Comments:

Most relationships are very relative, and many children have only a hazy notion of what is meant.

Some are fairly clearcut, such as "before" and "after," "yesterday," "today," and "tomorrow." As with so many other ideas, the best way to help the child to grasp them is to use them in a way that makes the meaning clear. "Before you go outside, put on your coat." Many amusing T.V. sequences could be worked out using these time concepts, with a "straight man" routine.

The terms minute, hour, day, week, year, etc., have not been included in a competency, nor has "telling time" with a clock. These are very abstract notions, in spite of the fact that the calendar is frequently taught in kindergarten. If it is felt they should be taught, they should be in another section of this competency.

Examples:

Home: Routines that occur in a set order or at a certain time are the best way to help the child grasp some of these notions. The words must be used. Not only the words given here, but others. " . . . in a little while," "shortly," "in a minute," etc.

Man Made Environment: Road building, construction ("What did they do yesterday?" "It takes a long time to build a road.")

Natural Environment: Order of natural events. "The sun comes up early in the morning." "It rained yesterday." "Maybe tomorrow it will warm up."

School: Routines--before group times, after group time; last week we . . .; yesterday we . . . "You'll go home late this afternoon." Also items specific to length a sound is held, or a noise is made: "That siren blew a long time."

Performance Statement: (Weight)

3. The child can distinguish heavy and light objects by heft.

Criterion:

3.a Given two objects easily characterized as heavy or light in weight, the child can heft them and say which is heavy, which is light.

Sample Activity Items:

A brick, a light cardboard box.
A heavy book, a light book.
A big, heavy rock, a plastic bowl.
Which one is heavy? Which one is light?

Comments:

Make sure items are easily distinguished by weight, and that judgment doesn't enter in. Also, make sure the term "light" or "light in weight" is used. The tendency is to use "heavy" and "not as heavy," so the child learns that, but not "light." (Same thing holds for "more" as opposed to "less" or "few.")

Also, remember that things that are heavy for one person may not be so heavy for another. A young boy grunting and groaning to lift something will sometimes insist, "It's not heavy for me!" Items do not have to be taught as opposites.

Examples:

Home: Heavy: big rock, brick, loaded suitcase, bag of heavy groceries; light, feather, leaf, loaf of bread, plastic bowl, flower

Man Made Environment: Heavy: big machinery, T.V. set, refrigerator; light: plastic bottle, kleenex tissue

Natural Environment: Heavy: rocks, big dog

School: Heavy: load of blocks, plank or walking board, big book, heavy rock; light: sheet of paper, light box, plastic toys, dry sponge, bubble, pumice, flower

Performance Statement: (Distance)

4. The child can distinguish distances with these relative terms: far, near, a long way away, close by, next to, or other appropriate colloquial terms.

Criterion:

4.a Given a picture with familiar objects placed varying distances from a particular point, the child can identify which ones are far away, near, close, and so forth.

Sample Activity Item:

Use picture of a child in a typical Appalachian setting, with familiar objects located varying distances away. Tell child: "Find something in this picture that is far away from the girl, (near, close, etc.)."

Comments:

These terms are relative terms, and should not be taught as absolutes. It is best to start with an actual situation rather than a static picture, if at all possible. Many of these terms can be used interchangeably, so it is best not to focus on one right answer, as with "near," "close," "close to," "next to," "nigh," "close by," etc.

Examples:

Home: "I'll sit here close to you while we read."

Man Made Environment: Airplanes: far away, close by; trucks, cars; machinery can be far away or close by

Natural Environment: Far away mountain or hill, nearby mountain or hill, tree, stream, trail, etc.

School: Child next to one; child farther away; something near the door of the school, something else far away across the play yard.

Performance Statement: (Associating Measurement Instrument with Typical Function)

5. The child associates familiar measuring instruments with the substance or object to be measured.

5.a Given a substance or object to be measured, the child can select an appropriate measuring instrument.

Sample Activity Items:

Show child ruler, tape measure, measuring cup or pitcher. Ask: "Which of these would be best to use to measure the right amount of water to go in Jello?"

Show child yardstick, measuring spoon, bathroom scale. Ask: "Which one of these would be best to use to find out how tall you are?"

(NOTE: If child selects item other than yardstick, ask him to show you how he would use it. He might have figured out how to find out he was "15 measuring spoons" tall -- a legitimate unit of measure.)

Also, ask: "Which one of these would be best to use to find out how much you weigh?"

Comments:

This could be very amusingly done on television, as well as done in a "straight" way. Watch that you don't close in too tightly on single uses. Most contemporary math stresses flexible thinking about measurement, often having children use non-standard units to foster this notion. For example, something might be 4½ "Jane-hands" wide. Remember the old barometer story.

Examples:

Home: measuring spoon, cup, bathroom scale, tape measure, carpenter's rule, T-square

Man Made Environment: Odometer, speedometer on car, altimeter in airplane; scales at store

School: Ruler, yardstick, doctor's scale, measuring cup, jar for measuring water or paint

Performance Statement: (Money)

6. The child can identify coins and one dollar bills.

Criterion:

6.a Given an array of coins and a one dollar bill, the child can identify them by recognition or labeling.

Sample Activity Items:

Recognition - Hand me a dime.
Point to the quarter.

Labeling - What is the name of this coin?
What do we call this bill?

(NOTE: Colloquial expressions should be accepted.)

Performance Statement: (Money)

7. The child can identify the relative value of coins and one dollar bills.

Criterion:

7.a Given a choice of two denominations of coins or a dollar bill, the child can tell which is greater in value.

Sample Activity Item:

Can you buy more popcorn with this quarter or with this nickel?

Comments:

Note that this item stresses identification and relative value, not "it takes ten pennies to make a dime." Identification is the most important. Real coins should be used, not cardboard or drawings on paper.

Examples:

Opportunities are so numerous that no specifics need be mentioned. In home visitor programs, or school, one of the best ways to teach these items is by use of "surprise boxes"--let the child shake the box, say what is inside, then open it. This gives an opportunity to label coins and bills. Children have no difficulty learning about money.

Performance Statement: (Number - Numerical Relationships)

8. The child can identify the numeral which stands for a number.

Criterion:

8.a Given a set of ten or fewer objects, the child can select the numeral which corresponds to the number in the set.

Sample Activity Item:

Show child picture of ten or fewer familiar animals, and four numerals, one of which corresponds to the number. Ask: "How many dogs are there? Show me the numeral or number four."

Comments:

Technically, the written symbol for a number is called a numeral. In actual "real life," it makes little difference. I'd suggest that you use both terms, so that parents aren't put off, but you're still guiding the child toward school use.

Examples:

Home: Pages in a book, magazine or newspaper; weight or price on purchased items; the date; weather reports on T.V.; playing cards; clock, etc.

Man Made Environment: Road and other signs, house or street numbers

School: Counting books, pages in books; number puzzles of all sorts, calendar, clock, etc.

Additional Performance Statements:

9. Given two equal balls of clay, one with a lead weight inside and asked which is heaviest, the child will select the one with the lead inside.

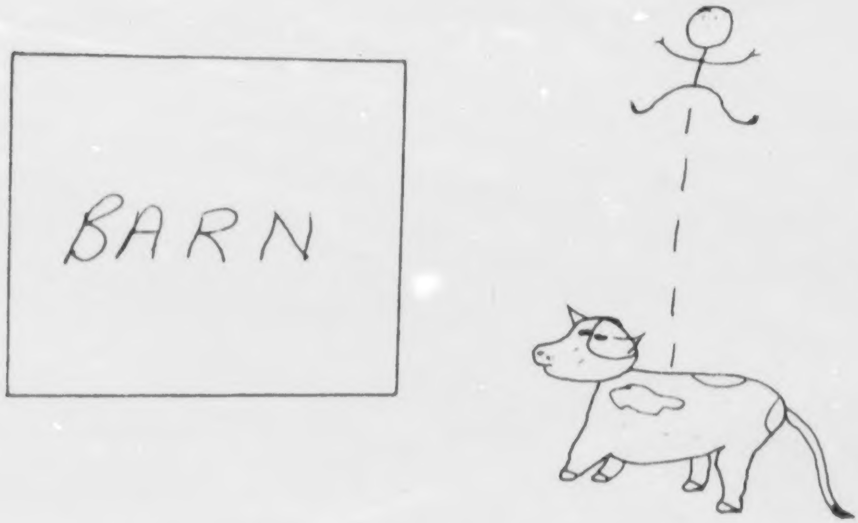
10. Given a piece of styrofoam and a piece of wood equal in volume, and asked which is the lightest, the child will select the styrofoam.

11. Given a piece of steel and a piece of aluminum and asked which is the heaviest, the child will select the steel.

12. Given a piece of cotton (ball) and a walnut and asked which is the lightest, the child will select the cotton ball.

13. Given a twelve-inch piece of string and a six-inch piece of string and asked to lay them on the table straight and to pretend they are roads. Then asked which road is the longest, the child will select the twelve-inch piece.

14. Given a miniature farmyard including a barn, a cow, and a farmer, where the cow is near one end of the barn, and the farmer near the other, and asked to make the farmer walk the shortest distance to the cow, the child will move the farmer to the cow by the shortest route.



15. Given a block and a ruler and asked how long the block is, the child will put the ruler along one dimension of the block.

16. Given a balance scale, and two objects of equal volume but unequal mass, and asked which is heaviest, the child will use the scale to decide which he thinks is heaviest.

17. Given a sheet of paper and several inch cubes, and asked to use the cubes to find out how many it would take to make a line as long as the paper, the child would line up the inch cubes side-by-side to solve the problem.

18. Given a saw, a ruler, a block, a screwdriver, and a jar, and asked which one will tell me how long something is, the child will select the ruler.

19. Given a quarter and a dime and asked which will buy the most bubble gum, the child will select the quarter.

20. Given a quarter and two dimes and a nickel, and asked which will buy the most bubble gum, the child will select the two dimes and a nickel.

21. Given a dollar and two half-dollars, and asked which will buy the most candy, the child will select the two half-dollars.

CATEGORY I: CLASSIFICATION

I. Competency: Ability to Denote Spatial Relationships (9)

General Goal: The child can identify relative location, direction of motion, and his own right and left hands.

Performance Statement:

1. The child can identify the relative location of an object in space, understanding and using such terms as:

In, out, into, out of
Inside, outside
Over, under
On (top of), under (neath)
In front of, beside, behind (or in back of)
On, off
Between
Next to, beside, at the side of, by
Front, back, side
Top, bottom
First, next, last

Criterion:

1.a Given objects or pictures of objects in a variety of locations, the child can follow a direction to select one in a specific location.

Sample Activity Items:

Point to the pickup that is in front of the gas station.
Show me the pickup that is beside the gas pumps.

1.b Given objects or pictures of objects in a variety of locations, the child can say the location.

Sample Activity Items:

Where is the blue car? (In front of the house; in the yard.)
Where is the pickup? (On the bridge.)

NOTE: There is frequently more than one way to express a given relationship. Usually one is as "right" as the other. Also, when asked, "Where is . . .," some children have a tendency to say "Right there," pointing to the object. Some guidance may be needed until they catch on to what is wanted. A choice question helps - "Is the car in the yard or on the road?"

Performance Statement:

2. The child can identify the direction of motion of objects, people, or animals, understanding and using the following terms.

Coming up (going up)
Coming down (going down)
Away from
Toward
Around
To, from, sideways
Forward, backward
Across
Through

Criterion:

2.a Given real situations or pictures showing direction of motion, the child can follow a direction to select one.

Sample Activity Item:

Which picture shows a girl going up the front steps?
Point to the car that's going away from the store.

2.b Given a real situation or a picture showing direction of motion, the child can say the direction.

Sample Activity Item:

Which way is the airplane going?
Which way is the dog going?
Which way am I walking?

Comments:

The same considerations and cautions apply to these ideas as to the relative location. Be especially careful in the use of pictures. It is not always easy to infer direction of motion from a still picture.

Examples:

Home: Coming or going to eat, bathroom, outside to play, ladders, through the door

Man Made Environment: Escalator, elevator, airplane, car, truck, boat, across a bridge or highway

Natural Environment: Birds, dogs, cats, other pets; going around a mud puddle

School: Swings, tricycles, bicycles; coming to snacks, going to snacks; going through the tunnel; around a table

Performance Statement:

3. The child can identify his right or left hand, as directed.

Criterion:

3.a Given a verbal direction to hold up his right or left hand, the child can do so.

Sample Activity Item:

Hold up your right hand.

Comments:

Right and left are very abstract concepts which we frequently expect children to learn quite early. Because of the reading process, much stress is often placed on "left to right orientation," or "left to right progression." Exactly what that means for teaching is not clear. Actually, the child does not have to know left or right for reading. He does have to know that you start on "that side," and read "that way."

One can teach left hand, right hand. It may well be that teaching one of those is sufficient. If a child really knows one, he can figure out the other.

Don't face the child and expect him to make the transfer from your position to his. That is asking too much! Many adults can't do that.

Examples:

Home and School: Dressing, building--anything where hands are used gives an opportunity to talk about right and left.

Additional Performance Statements:

4. Given the directions to describe the location of the "clock," the child will use words such as "on," "over," "above," to tell of the clock's location.

5. Given the location of an object in the room, e.g., the box under the shelves which are beside the door, and asked to get the box, the child will get the box.

6. Given a ball and asked to roll it away from himself, the child will roll the ball away.

7. Given a ball rolling toward the child and asked to tell where the ball is rolling, the child will say the ball is rolling toward himself.

8. Given a helium-filled balloon tied to a string, and asked to describe how the balloon is moving as you let it rise slowly, the child will say it is going up.

9. Given a helium-filled balloon tied to a string and asked to describe how the balloon is moving as you pull it down slowly, the child will say it is going down.

10. Given a small table, a place setting of a plate, silverware, cups and saucer, and a life-sized picture of a place setting, the child will be able to set the table corresponding to the picture.

11. Given a second place setting and asked to set another place (without the picture) across the table, the child will place silverware opposite that of the first setting (i.e. right and left will be reversed).

General Comments:

The cautions on this come in several forms.

1. Most of us use these terms without thinking too much about them. Careful clarification in writers' and teachers' minds is absolutely essential. For example, top and bottom are sometimes determined by position, sometimes not (as in the top of your head, top and bottom of a page of print, etc.).

2. There is usually more than one way to express a given relationship. Especially when children are talking about a relationship, be careful not to label it "wrong" without careful consideration.

3. Make sure the examples used do not distort standard usage. Always ask, "Is this the way we'd say it?"

4. A wide variety of situations should be used to build flexible and complete concepts. This can be done by emphasizing one particular relationship:

   "Mark is beside Ruth."
   "Mark is beside the bookshelf."
   "Put the orange chair beside the white one."
   "The ball is beside the box."

   Or, by emphasizing the variety of locations in which a person or object can be:

   "John, stand beside Mary."
   behind Mary.
   in front of Mary.
   between Mary and George.

   A caution: when children are asked to say "where," they frequently just point. If this happens, try saying "Tell me . . . .," then try a "choice" question, "Is the car in front of the house or beside the house?"

Examples:

Anything can be used, as almost everything is located in relationship to something else. Just make sure the examples are clear, and preferably interesting.

CATEGORY: CLASSIFICATION

General Activities

1. ACTIVITY: Setting the table

Provide the child with enough placemats or paper substitutes, forks, spoons, or other eating utensils, and plates or bowls to set the table for each person who will be eating the meal.

Ask the child to set the table so that each person will have the same things to eat on and with. If only two people are going to eat, a doll might be used to represent another person and to increase the number of objects involved.

If several varieties or sizes of silverware are being used, ask the child to match the sizes of the silverware to the sizes of the people who will be eating.

QUESTIONS:

A. Do you think all of the places are set the same?

B. How can we find out if everyone has something to eat with?

C. Who do you think should have the largest spoon (fork)? Why do you think that?

D. Who do you think should have the smallest spoon (fork)? Why do you think that?

2. ACTIVITY: Organizing for storage

After a meal is completed, including washing and drying of the dishes and utensils, ask the child to put the things which are alike together so that they can be put away.

QUESTIONS:

A. Why did you put these together?

B. Is there another way to put these together? How?

C. How are these things alike?

D. Do you think this __________ could go in any other group? Why? Which one? Why not?

NOTE:

This activity can be facilitated if containers are provided for each group of silverware. Possible storage containers include: milk cartons, processed cheese boxes, drawers with dividers, shelves with dividers, oatmeal boxes, or tin cans.

3. ACTIVITY: Organizing a Drawer

Remove all the silverware from the place in which it is stored. If dividers are not already present, provide boxes or cans or other divisions so that each variety can be separated. Place the silverware on a table where the child will have room to move it around and divide it into groups.

Ask the child to put those things which are alike together. After the child has divided the silverware into groups, ask him to put the groups back into the drawer so that the longest things will be on one side and the shortest on the other. (longest to shortest).

QUESTIONS:

A. Why did you put all of these together?

B. How do you think this group is different than this group?

C. Which one of the groups do you think has the longest things in it?

D. Can you put these things back in the drawer so that the group with the longest things in it will be on one side and the shortest on the other side?

E. How do you know that these are the longest?

F. How do you know that these are the shortest?

G. If these are the longest and these are the shortest, what can we call this group that is between the longest and the shortest?

4. ACTIVITY: Ordering dishes by size

Remove the dishes used most often from the cupboard or storage area. Ask the child to put the dishes in groups so that all of the dishes which are alike are together. Then ask the child to put the group which is largest on one side and make the row from the largest to the smallest. After the child has completed this task, ask him to put the dishes back in storage so that the largest will be on one side and the smallest on the other.

QUESTIONS:

A. Which group do you think is the largest? Why do you think that?

B. How can we find out what the next largest group is?

C. How can we put the dishes away so that the largest group is here and the smallest group here?

5. ACTIVITY: Predicting and ordering activity

Before you begin to set the table for a meal, ask the child to predict what you will put on the table first, second, third, etc.

After the child has given the order as he thinks it is, ask him to do the setting, as he suggested.

QUESTIONS:

A. What do you think goes on the table next?

B. What do you think we could do to make the way we put the dishes on easier?

C. What do you think would happen if we put the dishes on and then put the table cloth on?

CATEGORY II: COMMUNICATION

A. Competency: Ability to recognize the social functions of language (10)

General Goal: The child recognizes the social function of language and can use it in social interactions.

Performance Statement:

1. The child can use language to promote and facilitate social interactions.

Criterion:

1.a Given a familiar social problem, the child suggests using language as a way to solve it.

Sample Activity Items:

Here is a picture of a little girl watching the other children play with blocks. It looks like she wants to play. What could she do? Among the possible solutions should be: "Tell the other kids she wants to play," or "Ask if she can play," or something of that sort.

Here is a picture of a boy having juice at school. He has drunk all his juice, and wants more, but the teacher doesn't notice. What could he do? Among the possible solutions should be, "Tell her he wants more," or "Ask if he can have some more."

Additional Performance Statements

NOTE: Six year old children are rarely able to make abstractions about the use of language. Observations can be made on their use of language in different situations, but not in their "realizations."

2. Given a picture of a situation where one child has fallen and cut his knee and another child is standing beside him, and asked if the standing child should yell at the one who is hurt, the child will respond "no" and/or "he should tell him to get a bandaid," etc.

3. Given a picture of a situation where one child appears to be in the path of an oncoming truck while another child is watching, and asked if the child who is watching should yell loudly or explain quietly what might happen, the child will respond that he should yell loudly.

4. Given a picture of a situation where two very young children are fighting over a wagon while a six year old looks on, and asked what the six year old could say to the two fighting children, the child will give a suggestion.

5. Given large blocks and small blocks and asked to describe the differences, the child will respond that these are large (or big) and these are small (or little).

6. Given a group of six hand puppets representing people of different ages, races, occupations and asked to find some that are the same in some way, the child will respond that the doctor and nurse are alike because they both work in hospitals, or the boy and the old man are alike because they are both men, or the brother and sister are alike because they are both children, etc.

7. Given pictures of faces showing various expressions and asked to group them by how they think the people are feeling, the child will group certain pictures together and explain why.

General Comments

The skill of using language to promote and facilitate social interactions is seldom taught directly. It is just assumed that if the child understands and uses language he will "naturally" be able to use it in social interactions. This may or may not happen. Judging from the amount of miscommunication in the world today, it is worth a try at teaching. There are lots of items for programming, but measurement of learning is almost certain to be a problem.

The social functions of language for young children extend far beyond the ones frequently taught, such as listening politely, not interrupting, and saying "Please" and "Thank you." In fact, the last two are so overworked and tinged with moralistic overtones, it is doubtful if they should be taught except by example.

Some of the social functions for young children are:

Sharing feelings: "Sherri and I like each other."
Sharing ideas: "Lets make a pickup with the blocks, and pretend to go to town."

Conveying needs: "I need to go to the bathroom."
Conveying wants: "I want some more potatoes."

Giving directions: "You pick up that end."
Giving orders: "Stop that!"

Providing information: "Look! There comes Joe."
Getting attention: "Mother!"-"Mr. Clark!"--"Hey!"

Obtaining assistance and help: "I'm stuck! Come help me."
Asking permission: "Mom, can we play down by the mailbox?"

Conversing: Talking back and forth.
Achieving social contact: "I'm Elaine. Can I play?"

Rejecting overtures: "Go away. I'm busy."
Avoiding problems: "I don't want to sit by her. She bothers me."

Annoying others: "Jerry is a sissy. Jerry is a sissy!!"
To help play games: "Allee, allee outs in free!"
"On your mark, get set, go!!"

Receiving all of the above communications through listening is included.

Note that we seldom help children with many of these. For example, we all need to know how to reject overtures or suggestions that we don't want to respond to. Shouldn't we learn how to do so in a socially acceptable way without feeling guilty?

Frequently, young children don't realize what a valuable tool language is. "Tell me what you want." "Tell him." "Listen, she is trying to tell you something." "Just say, 'George, I don't want to play now.' He'll understand." etc. Emphasis should not be on form, but on substance.

Examples

Home: At the table, conveying wants and needs; gaining attention; sharing feelings and ideas; obtaining help, asking permission, etc.

School: Conversing; achieving social contact; playing games; rejecting overtures; asking permission, etc.

CATEGORY II: COMMUNICATION

B. Competency: Ability to Label (11)

General Goal: The child can comprehend and use the names of "things" in his environment, and gives evidence of realization that most things have names.

Performance Statement:

1. The child gives evidence of realization that most "things" (objects, people, feeling, actions, etc.) have names.

Criterion:

1.a When presented with "something" previously unknown, child asks "What's this?" What's that?" or a similar question.

Sample Activity Items:

Interesting, but unnameable, construction pulled out of tester's kit and placed on table.

"Thing" drawn by tester on paper.

Pictures of unknown animal-like creatures in a picture book. Child asks, "What's that?" or similar question.

NOTE: This performance is almost an attitude, and is closely tied with curiosity and problem-solving behavior.

Performance Statement:

2. The child comprehends and uses the names (either colloquial or standard) of common objects in his environment.

Criterion:

2.a Given the name, either colloquial or standard, of common objects in his environment, the child can identify them by pointing, bringing, touching, drawing, or other action to indicate comprehension.

Sample Activity Items:

Point to the telephone.
Hand me the crayon.
Point to the picture of the lawnmower.
Hand me a balloon.

NOTE: One could set various criteria by increasing precision of label required, e.g., tree; pine tree, maple tree, birch, etc., or making distinction between hat, cap, tam, but it is doubtful if that has much to do with age 6 competency, although 6's will do it if their parents do!

2.b Given an array of common objects or pictures of objects from child's environment, child can label them with colloquial or standard term.

Sample Activity Item:

Show objects or pictures. Tell me the names of these things -- TV, chair, car, pickup, scissors, hill, magazine, food items, cup, saucer, knife, helicopter, etc.

NOTE: Home visitors and teachers should identify items Appalachian children have difficulty naming. Instructions should concentrate on these, as should measurement.

Performance Statement:

3. The child comprehends and uses names (either colloquial or standard) for familiar actions.

Criterion:

3.a Given the name of a familiar action, the child can identify it by executing the action, pointing to a picture, or other action to indicate comprehension.

Sample Activity Items:

Show me how you would stir grits.
Show me how you would cut paper.
Point to the picture of the children pushing a wagon.
Point to the picture of the children pulling a wagon.

3.b Given an action or picture of an action, the child can name the action.

Sample Activity Items:

Tell me what I am doing - nodding head, wiggling nose, hopping, writing, drawing, and so forth.

Tell me what the people in this picture are doing - sliding down a slide, swimming, diving, and so forth.

NOTE: These items should be ones Appalachian children have some opportunity to know, but don't, according to parents, teachers, and home visitors.

(For labeling of other things, see other competencies.)

Additional Performance Statements:

4. Given a plate, cup, spoon, fork, knife, napkin, and asked to name the objects, the child responds by naming the objects.

5. Given common clothing for the area such as shoes, boots, socks, coat, scarf, and asked to name the objects, the child responds by naming the objects.

6. Given toy models of transportation vehicles used in the area and asked to name the objects, the child responds by naming the objects.

7. Given common classroom materials such as crayons, paper, scissors, blocks, paint, etc., and asked to name the objects, the child responds by naming the objects.

8. Given various kinds of fruit to eat such as orange sections, pieces of a banana, some raisins, etc., and asked to name the fruit, the child responds by naming the fruit.

9. Given various kinds of musical instruments used in the locality such as a fiddle or guitar, drums, harmonicas, and asked to name the instruments, the child responds by naming the instruments.

10. Given various kinds of household tools such as a hammer, nails, screwdriver, eggbeater, scissors, etc., and asked to name the tool, the child responds by naming the tool.

General Comments:

Many children by age 6 have acquired an amazing number of words in their vocabulary. Since the number of relational words (in, on between, etc.) is quite small, as is the number of action words ordinarily used, a large number of the words are "names of things." Although everyone always has some objects he doesn't know the name for, the child who communicates with "that," "that thing," and "this thing" will be hampered in school and in life. He will have difficulty communicating "out of context."

There is no way the child can "develop" or "mature" into learning these names. Until he learns to read, he must learn them from hearing some other person say them and associate them with the object perceived. This is best done in a natural, informal way in home, school and on television. If food is named as it is served and eaten, art materials (scissors. paper, crayons, paint, brushes) named as they are used and put away, and the child expected to ask and talk about things by name, he will learn. He must hear the word used first, then he will use it. Comprehension precedes expression, as indicated by the order of items in 2.a and 3.a.

At around age 2 - 3, most children drive their parents crazy with the "naming game." If this questioning and seeking is not answered, valued, and reinforced, it will probably stop. The same thing holds true at school. Both teacher and parent can not only answer and reinforce those questions, they can set an example. "I wonder what that man is working with. Let's go ask him." "Look at all the different kinds of railroad cars. Let's get a book from the bookmobile to find out what they are called."

Although many words will be emphasized in the other communication and classification competencies, those emphases will seldom cover the common, everyday nouns and verbs that make up so much of our communication.

See McAfee "The Right Words" for suggestions (enclosed).

Examples:

> Home: "These are tangerines; they look like oranges, but . . ." "What vegetables are we having today?" "Let's go pull the weeds" "Daddy is raking the hay today." "Sunday we'll go fishing." "Stir the soup to help it cool."
>
> Man Made Environment: "What do you suppose that big piece of machinery is called?" "That's an elevator." "Look at the new supermarket." "What's that back hoe doing?"
>
> Natural Environment: "I wonder what those animals are?" "That bird is a robin." "What's the name of that insect?"
>
> School: "You really know how to skip." "Lets run, march, hop and jump, etc." "Bring me the red pencil from my desk." "What are those children doing?" "What are these things called?" "Mary has a little brother. What is his name?"

CATEGORY II: COMMUNICATION

C. Competency: Ability to Explain (12)

General Goal: The child can give simple explanations for past events, and future consequences of present action, and respond to such questions as "what," "why," "how," "who," "when," "where."

Performance Statement:

1. The child can give simple explanations for past events.

Criterion:

1.a Given a familiar situation requiring explanation, the child can formulate a logical explanation.

Sample Activity Item:

Ruthie's dad was very proud of his dogs. He was planning to go hunting and was keeping them in the yard as they would be home and ready when he was ready. When he got home, this is what he saw. What do you suppose happened? (Picture would show dogs outside fence, running away. Gate open, low fence so they could have jumped over, leashes or ropes broken or untied, maybe a cat up a tree outside the fence, etc.)

Performance Statement:

2. The child can give simple explanations for future consequences of present action, especially that related to physical phenomena.

Criterion:

2.a Given a situation with logical future consequences, the child can explain what is likely to happen and why.

Sample Activity Item:

Look at this picture and tell me what you think is likely to happen next. Why?

Performance Statement:

3. The child can give logical and consistent answers to questions about a given event.

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Criterion:

3.a Given a familiar event requiring explanation, the child comprehends and attempts to answer questions such as "what," "who," "when," "how," "where," and "why."

NOTE: All 6 year olds may not be able to formulate logical explanations. They should, however, be able to respond to the question "in kind." For example -- a response to "when" should contain some reference to time; to "who" should contain some reference to people, to "why" some reference to "because."

Sample Activity Item:

Show child a pictured event from which he can infer answers to the above questions. Through conversation, encourage him to explain the event, questioning him with the types of questions mentioned.

Performance Statement:

4. The child can ask appropriate questions to secure more information.

Criterion:

4.a Given incomplete information, the child can ask appropriate questions to secure more.

Sample Activity Item:

Shown a pictured situation requiring more information for explanation, the child can ask appropriate questions.

For example, "Mary's mother came in, handed her a bag full of things, and said, 'Put this away.'" What else does Mary need to know?

Additional Performance Statements:

5. Given a sink with hot and cold water and asked to explain how to make hot, cold, and warm water, the child responds by explaining what is done to get hot, cold, and warm water.

6. Given two telephones and asked what he needs to do in order to use the telephone to talk to another person, a child will explain some things that are done while using the telephone.

NOTE: At six years old most children are ego-centric and unable to conceive of another's point of view. It would be unusual for a six year old to consider his audience when explaining.

7. Given a lollipop and asked to suck on it and explain what happens, the child will respond that the lollipop gets smaller or that the lollipop melts.

8. Given an experience making and baking bread and asked to explain what happens after the dough is put in the oven, the child responds that the dough turns into bread or that the bread bakes or that it turns brown and gets hard.

9. Given a piece of ice and a cup of warm water and asked to put the ice in the water, and asked to explain what happens, the child will respond that it melts.

10. Given a toy truck and an inclined plane and asked to put the truck at the highest point on the plane then let go and asked to explain what happens, the child responds by saying it rolls, or it goes down hill.

11. Given a tin can and asked to jump on it with his heel and asked to explain what happened, the child will respond by saying it got bent or it was crushed or it got broken.

12. Given a rubber band and asked to make it longer and explain what happens, the child responds by saying it stretched or it got bigger.

13. Given a glass of milk and a teaspoon of instant cocoa mix and asked to stir the cocoa into the milk and explain what happens, the child will respond by saying that they mixed together, or one went into another, (or it made chocolate milk).

14. Given a field trip experience to a fire station, police station, or post office, and asked to ask questions of the people working there, the child responds by asking questions dealing with the specific place, tasks, and equipment.

15. Given a small closed paper bag with a box of crayons inside and asked to find out what is inside the bag by asking questions, the child asks questions dealing with the size, weight, quantity, and attributes of the bag's contents.

16. Given a closed instrument case (violin, autoharp, recorder, or guitar, etc.) and asked to find out what instrument is inside by asking questions, the child responds by asking questions about the sound and attributes of the instrument.

17. Given a story book with a title and pictures covered with paper, and asked to find out what the story is about, the child responds by asking questions about typical contents, characters, situations involved in stories.

18. Given some toy money, the statement "I will give you this candy bar for the money," and shown a candy bar, the child responds by asking, "How much money?"

General Comments:

For performance statements 1.a and 2.a, there is a possibility that the child's ability to verbalize, or rather, inability to verbalize fluently may be involved. If he can't say the explanations, try giving him a couple of explanzations, one logical and one not, to see if he can recognize a logical one. Also, on 1.a and 2.a, watch that a narrow focus on one or two "right" answers doesn't obscure many other equally logical explanations, including imaginative ones. Keep examples interesting, and within the child's realm of experience. Both are essential to full attention and use of language.

Examples:

Home: "What's going to happen if we pour hot water over the jello?" Muddy tracks on the floor--"What happened here?"

Man Made Environment: "Firemen around a burned building; "What happened here?"

Natural Environment: Tree over; "What happened here?" "George was supposed to water the plants and forgot to for a long, long time. What do you suppose will happen to them?"

School: "The block building is leaning. What's going to happen?" "The school bus was late. What happened?"

General Comments:

Performance statements 3.a and 4.a are concerned with answering and asking questions. A good portion of the learning involved in 3.a is concerned with the meaning of the words what, who, when, how, where, and why. Who, when, where and how are fairly clear cut. There should be little problem in teaching them and some amusing, yet informative things could be done, perhaps similar to the old Abbott and Costello routine of "Who's on first?" What and why are used somewhat more loosely. In fact, many parents and teachers ask "why" of children concerning things that no adult knows the "why" of. Perhaps the best guide would be to use a rather narrow sense of the two words, bearing in mind the age of the children.

The 4.1 statement concerning the child's ability to ask appropriate questions is far more difficult, as it requires assessment of the situation, what he does know, and what he needs to know before he can formulate the question. Again, some amusing "left in the dark" situations can be developed, to go through the process of evaluating the state of knowledge so he can ask a question, then using the appropriate question words.

Some will be difficult, because of children's incomplete knowledge, such as "when," and "why."

Examples:

Home: Use of these terms in routines and play is the best way to learn. "What did you have for lunch?" "Who was here for breakfast?" "Where are you going?" "Why do you want a pencil?"

Man Made Environment: "How do you suppose they're going to get that big bulldozer moved?" "What are all these trucks doing here?" "When does the store open?"

Natural Environment: "What's happening outside?" (bad weather) "What should we plant in the garden?" "What kind of animal is that?"

School: As above, in home, only different situations. Make up teaching situations leaving out elements essential to action. Have children decide what they need to know. Also decide when they have adequate information.

CATEGORY II: COMMUNICATION

D. Competency: Ability to Describe (13)

General Goal: The child can describe objects, people, animals, etc. to others, selecting salient characteristics to help make the description meaningful.

Performance Statement:

1. The child can use words to describe objects, people, animals, etc. in terms of attributes, using positive and comparative terms to describe, compare, and contrast.

Criterion:

1.a Given something to describe, the child uses attributes or qualities as one means of description.

NOTE: See Category I: Classification
Competencies C, D, and H.

This criterion and sample item focuses on the spontaneous expression of many of the items listed in those competencies. Essentially, it is application, in a new situation, of what the child already knows.

Sample Activity Item:

A scene familiar and very interesting to the particular group of children must be used, otherwise full performance will not be attained. Conversation promoting natural speech should be used, rather than a simple "Tell me all about this picture." If child omits an important element, tester can ask about it, to see if child knows the words on the comprehensive level.

1.b Given two items to compare, the child uses attributes or qualities of the items to tell how they are alike.

Sample Activity Item:

Pictures of two girls or two boys, different color and length of hair, different size, both holding a ball, but different color, etc. Say to child: "Tell me how the pictures of these two boys (girls) are alike."

1.c Given two items to contrast, the child uses attributes or qualities of the items to tell how they are different.

Sample Activity Item:

Picture as in 1.b above. Say to child: "Tell me how the pictures of these two boys (girls) are different."

Performance Statement:

2. The child can describe or relate events, objects, people, and so forth, from the immediate past.

Criterion:

2.a Given an event from the immediate past, or an object or person he has just seen, the child can describe it.

Sample Activity Item:

"This morning you went to the store. Tell me what you saw and did."

Additional Performance Statements:

3. Given the statement "Tell me some things that are in your school room," the child responds by naming several objects in the classroom.

4. Given the statement "Tell me about some of the things you keep in your cubby, or desk, locker, or drawer," the child responds by naming several objects.

5. Given the statement "Tell me the first things your class did this morning," the child responds by describing one of the first things the class did that morning.

6. Given two plates, two cups, two knives, two forks, two spoons, and a bag and asked to manipulate the objects then put them in a bag, and asked to recall the things that he worked with, the child will name several things he used.

7. Given two plates, two cups, two knives, two forks, and two spoons, and a bag, and asked to manipulate the objects then put them in the bag, and asked to recall what he did with the things, the child will respond by naming a few things he did.

8. Given a croquet mallet (or other piece of sports equipment of similar type) and asked to describe how tall the object is by measuring it against himself, the child will respond by saying that the object is as tall as his waist, taller than his head, etc.

9. Given some inch cubes of various colors and asked to describe the colors of the cubes, the child responds by naming several colors.

10. Given some blocks of various shapes: round, square, rectangle, triangle, tunnel, etc., and asked to describe the shapes of the blocks, the child responds by naming the shapes or describing how the blocks are shaped.

11. Given several pieces of sand paper of various roughness and asked to describe the pieces of sand paper, the child responds by describing some textural differences.

12. Given several pieces of soft, partially hardened and completely hardened clay, and asked to describe the differences, the child responds by describing some differences in the clay pieces.

13. Given a doll and asked to describe its features, the child responds by describing some of the dolls features.

14. Given a toy truck and asked to describe what the parts look like, the child responds by describing some of the features.

15. Given four or five pencils of different lengths and asked to compare the lengths of the pencils, the child responds by saying this one is longer, this one is shorter, or the shortest, etc.

16. Given four kinds of chocolate ranging from bitter cooking chocolate to milk chocolate, and asked to describe how each piece tastes, the child responds by using words like bitter, sweet, sour.

17. Given four or five pieces of cloth, wool, corduroy, cotton, and muslin or cheesecloth, and asked to describe the differences in cloth, the child responds by using words like thin, prickley, smooth, thick, rough, see-through.

General Comments:

Much of this competency has been covered in Classification. Please refer there. However, there are many other descriptive terms that are appropriate to use, such as "round" (be sure to include both plane and solid examples of this), pretty, sweet, yucky; all kinds of personality characteristics, such as mean, smart, likeable, funny, silly, sleepy, wide awake, grabby, etc. Our language doesn't always fit into neat categories. Use the more common of these, and try to throw in some typically Appalachian ones. Encourage perceptive, individualistic answers.

Because these items focus on expression, some effort must be made to elicit that. It may be that these are most appropriate to home visitor and school.

Successful performance of 1.b and 1.c will include grasping of concepts "same, alike, etc." and "different, not alike, not the same" as well as the ability to express the descriptive words.

Examples:

See Classification. It is very important to keep these interesting and intriguing.

CATEGORY II: COMMUNICATION

E. Competency: Ability to Articulate (14)

General Goal: The child speaks so others can understand him.

Performance Statement:

1. The child pronounces words in his oral vocabulary correctly according to local custom and age-norms.

   Criterion:

   1.a In a running or selected sample of the child's speech, articulation is judged to be appropriate according to age-norms and local custom.

   Sample Activity Item:

   Use age-appropriate items from articulation test, modified by local pronunciation patterns.

Performance Statement:

2. The child speaks audibly.

   Criterion:

   2.a In normal conversational or classroom setting, the child speaks so others can hear him.

   Sample Activity Item:

   In a natural setting, child speaks at acceptable level of loudness, as judged by speech specialist.

Performance Statement:

3. The child speaks so others can understand what he is saying.

   Criterion:

   3.a In normal conversational or classroom setting, the child speaks so others can understand him.

   Sample Activity Item:

   In a natural setting, child speaks so words "make sense,"--word order, choice of words, relative clauses, and so forth, judged by the speech specialist.

Performance Statement:

4. The child speaks when it is appropriate.

Criterion:

4.a When asked a question, engaged in conversation, in need, wanting to express something, and so forth (including "just for fun"), the child is willing to talk.

Sample Activity Item:

In natural setting, child can answer question he knows the answer to or engage in conversation. Competence determined by speech specialist or teacher.

4.b The child refrains from talking at inappropriate times, such as, when teacher is reading a story or parent is talking to someone else.

NOTE: The appropriateness of the time and place for speech varies widely with custom and situation. What parents don't allow, teachers may encourage, or vice versa. What really needs to be done is to either strive for consistency or teach child to "read" situation.

Additional Performance Statements:

5. Given the statement "Name your very favorite foods," the child responds by naming audibly at least three foods.

6. Given the statement "Tell me how to get to the playground (or outside) from here," the child responds by giving an audible direction, such as "out there," or "go through the big doors," or "past the post office," etc.

7. Given a picture full of active children, men, women, and animals, and asked to describe what is happening, the child responds by describing audibly some action in the picture.

8. Given an experience popping corn, and asked to explain how the corn turns into popcorn, the child responds by describing audibly some steps involved in popping corn.

9. Given a plate, pencil, and a large piece of paper and asked to trace around the plate on the paper, then explain what he did, the child will articulate the things he used and how he used them.

10. Given a picture of a boat floating in a bathtub, and asked to tell what is happening in the picture, the child will respond by describing the positions of the boat and the objects in the picture.

11. Given a gerbil in a gerbil run and asked to describe what the gerbil can do in the run, the child responds by describing where the gerbil can move and/or what the gerbil does and eats.

12. Given an eggbeater and time to play with it and asked how it works, the child will respond by describing how to turn the handles in order to make the blades go around.

13. Given several crayons and asked the question, "How many crayons do you have?", the child will respond by stating or counting a number (not necessarily the correct number).

14. Given a group of five children around a table, or in a circle on the floor, and asked to say their names going around the circle, the child will respond by giving his name when his turn comes.

15. Given a group of children seated around a table or in a circle, and asked to find some things that are red, yellow, or blue, the child responds by looking for and naming some red, blue, or yellow things.

16. Given a classroom situation where the children are talking informally, and asked by the teacher to stop talking, the child responds by not talking.

17. Given a group situation where children are listening to a story, the child responds by listening to the story and not talking.

18. Given the question, "Will you tell me about your family, your brothers and sisters, and your parents?", the child responds by listening to the question without talking.

19. Given a pack of crayons and asked to name the colors, the child responds by pronouncing the names of the colors correctly.

20. Given blocks of varying size and shape and asked to describe the blocks, the child responds by pronouncing words correctly as he describes the blocks.

21. Given the question, "What kind of house do you live in? Tell me about it.", the child responds by describing his home using correctly pronounced words.

22. Given a puppet of an old man and asked to say "Bring me some coffee" like an old man would say, the child responds by speaking the phrase using some inflection or change of tone.

23. Given some candy to eat and given that the candy is immediately snatched from the child's hands, the child responds by demanding or asking for his candy using a voice changed in inflection or tone.

24. Given a picture of two children walking on tiptoes past a dark cave, and asked how one child would probably call to the other, he responds by demonstrating a whisper or voice changed in inflection, tone, or volume.

General Comments:

Since performance statements 1.a, 2.a, 3.a are concerned with the child's speech competence, they can really only be taught in face to face work. For general guidance, perhaps you could refer to a body of literature on what linguistic and speech elements the various Appalachian subcultures have difficulty with, and focus on the critical ones of those. Note that it is not at all necessary to change dialect or register to be speaking so others can understand. A speech specialist sensitive to Appalachia can guide here, and there are many things a mother, teacher, home visitor can do without getting into "therapy."

T.V. might be able to work on the "too loud," "too soft" aspect of speech, and on the appropriateness of when to talk and not to talk. Try to use realistic, down to earth situations.

F. Competency: Ability to Express Feelings (15)

General Goal: The child can identify in others and express for himself in appropriate ways a variety of common emotions.

Performance Statement:

1. The child identifies common emotional expressions in other persons, such as anger, sadness, happiness, fear, pleasure, love.

Criterion:

1.a Given a picture or demonstration of an emotional expression, the child can say how the other person "feels."

Sample Activity Items:

Child hugging grandparent.
Person waving goodbye to another and crying.
Child at birthday party.

Performance Statement:

2. The child expresses emotions in culturally accepted ways.

Criterion:

2.a Given a situation which would call forth an expression of emotion, the child can show or tell how he feels, and what he might do or say.

Sample Activity Item:

George was helping his mother sweep, and the broom handle hit a window and broke it. (show picture) If you were George, how would you feel? What would you to or say?

NOTE: On both 1.a and 2.a, it should be recognized that the expression of emotion, and the action that it might call forth is culturally determined. Someone familiar with the child's culture needs to check "appropriateness." For example, in the above example, some children may say "I'd be scared, and I'd run and hide so I wouldn't get whipped." Differences in sex appropriateness may appear, also.

Performance Statement:

3. The child uses typical reactions to expressions of emotions in others (comforting, distracting, avoidance, approach, mutual pleasure, etc.).

Criterion:

3.a Given a picture or demonstration of another's emotional expression, the child shows or says what he would do in reaction.

Sample Activity Item:

Show child a picture of a younger child crying. Ask him what he would do.

Additional Performance Statements:

4. Given a picture of two children fighting over a fireman's hat and given a tape recording of typical phrases like "Give me the hat," "I had it first," "You go find one yourself," etc., spoken in angry voices by children, and when asked how the children were feeling, the child will respond by saying they were mad or angry.

5. Given a picture of a child or children looking at or holding a dead pet (dog, cat, parakeet, etc.) and asked how the children feel the child responds by saying they are sad or they are not happy.

NOTE: Six year olds are usually ego-centric and do not see or feel things from other persons' points of view. The usual reaction to an expression of emotion in another person is to tell the person in authority: a parent, a teacher, a babysitter what has happened.

6. Given a picture of two children, fighting over a fireman's hat, and asked what the children would say to each other instead of fighting, the child responds by making a statement like, "let's take turns," or "stop fighting," "let's go tell Mother what happened."

General Comments:

At the height of the psychoanalytical approach to child care, this competency was given *much* importance. At the present time, it is receiving much less emphasis for its supposed therapeutic benefits. Perhaps the communication aspects are the ones to be stressed, as they are in this instance. Even so, the child can probably comprehend, understand, and empathize with others far beyond his ability to verbalize. Also, it should be remembered that our commonly recognized manifestations of an emotion are really quite simplistic. For example, the accepted response to someone crying is "They're sad," or "unhappy." Yet we cry when we are very happy, when angry, afraid, overwhelmed with love, hurt, and so forth. In fact, a child most often cries when he is *hurt*, and that may have little or nothing to do with the state of his emotions. Perhpas an effort to get away from the superficial and simplistic is what is needed.

The same striving *away* from the simplistic should be done in item 2.a, expression of emotion. There are many different ways to express a given emotion, and these should be respected and shown. Some area discussion might surface typical regional expressions which could be used. Note that this includes both verbal and non-verbal expressions.

"Positive" emotions should be given at least equal time to the so-call "negative" ones.

Examples:

Home: Jealousy, surprise, pride, disappointment, exclusion, "belonging," "regret, etc., are commonly experienced and shown, as well as the more uaually stressed emotions.

School: Impatience, pride, pleasure, excitement, being hurt, loneliness, regret, exclusion, etc. are commonly experienced and shown, as well as more usually stressed emotions.

CATEGORY II: COMMUNICATION

G. Competency: Ability to Use Non-Verbal Clues (16)

General Goal: The child can comprehend and use typical methods of non-verbal communication, as culturally appropriate.

Performance Statement:

1. The child recognizes and uses posture, hand and arm gestures, and facial expressions as modes of communication.

Criterion:

1.a Given a picture illustrating or a demonstration of typical posture, hand and arm gestures, or facial expressions, the child gives evidence of understanding their meaning.

Sample Activity Items:

"What does it mean when I make my head go like this?"
Nod head.
Shake head.

"What does it mean when I move my hand like this?"
Beckon with hand.
Wave hand.

"What does it mean when I look like this?"
Frown, look stern.

"What does it mean when I slump down and hang my head, like this?"

1.b Given an idea to communicate non-verbally, the child can do so.

Sample Activity Items:

"How could you tell me where something is without using any words?"

"How can you say yes without using any words? . . . No?"

"How could you show someone you really liked them without using any words?"

"How many ways can you tell someone goodbye, without using any words?"

NOTE: Children may use gestures which are not "common." Evaluator should value originality and creativeness, as well as grasp of the ordinary.

Additional Performance Statements:

2. Given a short obstacle course set up with chairs, tables, classroom blocks, and given time to go through the obstacle course, then asked to pantomime or act out going through the course, the child responds by pantomiming the course.

3. Given a jump rope and time to try to jump rope and asked to pantomime jumping rope, the child responds by pantomiming the act.

4. Given the statement, "Can you act out fixing supper of scrambled eggs and toast," the child responds by pantomiming the act of cooking and/or fixing and serving supper.

5. Given a shoelace and some large wooden beads and asked to string four or five beads, then asked to pantomime beading, the child responds by pantomiming the act of beading.

6. Given a drum and asked to play it, then asked to pantomime playing the drum, the child responds by pantomiming the act of playing the drum.

7. Given a piece of paper and crayons and asked to draw a picture of himself, the child responds by drawing some parts of his body.

8. Given an experience playing with a drum, and given a piece of paper and crayon and asked to trace around the drum onto the piece of paper, the child responds by tracing one part of the instrument.

9. Given a piece of paper and a pencil and asked to write his name or initial, the child responds by writing his first name or initial of his first name.

10. Given a toy truck to work with and asked to draw a picture of the truck, the child responds by drawing some parts of the truck.

11. Given a magazine and asked to find and cut out a picture of a person that is like the child in some way, the child responds by finding and cutting out a picture of someone like himself.

12. Given a piece of paper, a paint brush, and paint, and asked to paint a picture of a flower, kite, boat, or other object, the child responds by painting a picture of an object.

13. Given several pictures of a clown in the same situation and clothes, but showing several different postures, and asked if the clown feels the same in each picture, the child responds by saying no - and/or explaining how he feels or looks in the different pictures.

14. Given a picture of a child sitting down on a carpet with his back to the camera, and asked what the child might be doing since he is sitting down, the child responds by naming something that a child could do sitting down (reading a book, playing a game, building with blocks, etc.).

15. Given the statement, "Can you show me by the way you stand how it feels to be very, very tired?", the child responds by changing his posture to express tiredness.

16. Given the statement, "Can you show me by the way you stand how it feels to stretch when you get up in the morning?", the child responds by changing his posture to show how he stretches.

17. Given the statement, "Show me how you could say 'I don't know' without talking," the child responds by shrugging his shoulders.

18. Given the statement "Show me how you could let me know you want some candy without saying it," the child responds by gesturing.

19. Given the statement "Show me how you can say goodbye to someone without talking," the child responds by waving goodbye.

20. Given the statement "Show me how you could tell someone to come with you without talking," the child responds by motioning for someone to come.

21. Given the statement "Show me what the traffic policeman or the patrol boy does to stop cars so you can get across the street," the child responds by showing a halting motion.

NOTE: It may be helpful to use a mirror with the following to insure that children see a change in their facial expressions.

22. Given the statement "Show me how your face would look if you have just eaten a piece of lemon or something else you don't like," the child responds by using a facial gesture.

23. Given the statement "Show me how your face would look if you were surprised with a big present on your birthday," the child responds by using a facial gesture.

24. Given the statement "Show me how your face would look if you fell down and scratched your knee," the child responds by using a facial gesture.

25. Given the statement "Show me how you would pose for a picture," the child responds by smiling or otherwise altering his facial expression.

General Comments:

Note that the comprehension, then expression sequence is again being used, this time non-verbally. On recognizing the moods and expressions of their elders, children are usually better than adults. They "know" what you feel, even if they can't put it into words. On the more intellectual level, many of our non-verbal communications have become like symbols, and the children can benefit from direct teaching.

Examples:

Home: Shaking and nodding head, hands on hips, lips compressed, sh-h-h, goodbye, pointing, kiss, hug, etc.

Man Made Environment: Stop light, railroad crossing, "Mr. Yuk," skull and crossbones, international highway signs, brand names, "Smile" face.

Natural Environment: Dog wagging tail, tail between legs, licking someone, snarling; cat purring- arching back, fur fluffed, meowing.

School: Hand upraised to stop, finger on lips to signal quiet, "come here," smile--"that's fine," kiss, hug.

Might be interesting to use some sign language for the deaf.

CATEGORY: COMMUNICATION

General Activities

ACTIVITY ONE

Make a list of some jobs that could be done in the kitchen by various members of the family. After the list is made, ask the child to tell who he thinks would be the best person to do each job and why. Help the child pick appropriately.

QUESTIONS:

A. Who do you think could do this job?

B. Why is he/she the best person?

C. Could anyone else do it?

D. Who has the most/least jobs?

2. ACTIVITY: Role Playing

Ask the child what he would need for a party and who he would invite. If the child has difficulty deciding who to invite, talk about various people. Role play people interacting with each other at the party.

QUESTIONS:

A. What is your name?

B. Where do you come from?

C. Tell me about your family.

D. What is your job?

3. ACTIVITY: Describing attributes

When several pieces of silverware, several dishes, and several kinds of cooking equipment are within view of the child, ask him to pick one item from the set and tell you about it.

Ask him to do this with several of the items from the set of objects. Encourage the child to tell you many things about the object.

After the child has looked at and described the objects, ask him to compare two objects. Repeat this with other pairs of objects.

QUESTIONS:

A. What can you tell me about this?

B. How do you think we could use this?

C. Can you think of any other ways we might use this?

D. How is this object like this one?

E. Can you think of any other ways they are alike?

F. How is this object different than this other one?

G. Are there any other ways that they are different?

4. ACTIVITY: Imitating action with kitchen utensils, dishes, pots, and pans

Provide the child with real dishes, utensils, pots, and pans. Ask the child to pretend that he is making a cake. Have him show you how he would use the spoon and the eggbeater, how he would put the batter in the pan, and then how he would cut the cake and eat it.

NOTE: Sometimes very young children are unable to pretend to make actions of objects and need real objects to demonstrate the action. One can make this activity harder by showing the child a picture of the object and asking him to demonstrate the action, and still more difficult by given only a verbal cue, e.g. "Show me what you do with a cup, an eggbeater."

QUESTIONS:

Can you tell me about what you are doing?

5. ACTIVITY: Imitating the sound of objects

Provide the child with utensils, dishes, pots, and pans. Allow the child to manipulate and explore the objects by playing with them. Ask the child if he can make a sound like the sound of the spoon scraping on the bowl, the sound the eggbeater makes, etc.

QUESTIONS:

A. Do you think the fork will make a sound when you tap it on the plate?

B. Can you tell me about the sound the eggbeater makes?

CATEGORY III: COORDINATION

A. Competency: Ability to Construct (17)

General Goal: The child can use raw materials and tools to construct representations or objects.

Performance Statement:

1. The child can use raw materials and tools to construct representations or objects.

Tools	Raw Materials
Pencils, crayons, scissors, chalk, hammer, paint brush, nails, screwdriver, saw, etc.	Paper, paste, paint, ribbon, clay, dough, mud, string, wood, metal, cardboard, fabrics, scrap items, etc.

Criterion:

1.a Given a limited but varied array of tools and raw materials, the child can construct something of his own choosing.

Sample Activity Item:

Child is given paper, paste, wood scraps, fabric, scissors, nails, hammer, and crayons. Say to child: "Here are some things you can use to make anything you want anyway you want. Show me what you can do." Assess for ability to use tools, successful manipulation of raw materials both by hands and tools, and imaginative or realistic construction.

Performance Statement:

2. The child can assess appropriateness of tools and raw materials for a given construction.

Criterion:

2.a Given a specified construction, the child can select tools and materials to make it.

Sample Activity Items:

Have array of tools and raw materials, or pictures of tools and raw materials. Specify construction wanted, and ask child to choose materials he would use.

What do you need to make a painting?

What do you need to make a boat?

If child's answer is not what is anticipated, ask him to show or tell you how he would do it. Imaginative answers should be valued, as well as anticipated ones.

Performance Statement:

3. The child can construct a specified object from tools and materials made available to him.

Criterion:

3.a Given appropriate tools and materials, the child can construct a specified object or shape.

Sample Activity Items:

Make a circle and 2 squares out of these plastic pieces.

Make a cube out of this clay.

Here is a hammer, nails, and some pieces of wood. See if you can make something to sit on.

Use this chalk and chalkboard to draw a man . . . a face.

Assess for relationship of parts to whole, as well as versimilitude.

Additional Performance Statements:

4 Given a picture puzzle of a man divided into eight body parts and asked to put the puzzle together to make a man the child will put all the parts together correctly to make a man.

5. Given six parts of a toy truck and asked to assemble the parts to make a truck the child will put the parts together correctly to make a truck.

6. Given a paper plate and a box of crayons and asked to make a face the child will draw two eyes, two ears, two eyebrows, a nose, a mouth, and hair on the paper plate to make a face.

7. Given an outline of a flower such as a tulip which includes the blossom, stem and two leaves and paper shapes of the stem, leaves and blossom, the child will paste the paper shapes on the outline correctly to make a tulip.

8. Given a paper rectangle and four equal strips of paper and asked to make a table the child will put the rectangle and strips together correctly to make a table.

9. Given a choice of wood, newspaper, a brick, cardboard, rubber sheeting (or a piece of rubber innertube), and asked which material could be used to make a real house someone could live in the child will respond by choosing the wood or the brick.

10. Given a choice of construction paper, a cotton bed sheet, a fuzzy blanket, a square of oil cloth, and paper towel and asked which material he would use to make a coat to wear outside when it is snowing the child will respond by choosing the fuzzy blanket or the oil cloth.

11. Given a choice of wood, plastic, paper, rubber, and metal and asked which material he would use to make a pot to cook with on a real stove the child will respond by choosing the metal.

12. Given a length of sewing thread, string, rope, picture wire and asked to make a clothes line for the family washing the child will respond by making a rope clothes line.

13. Given four boats made of clay, newspaper, cardboard and styrofoam and asked which boat could be played with in the water the child will respond by choosing the styrofoam boat.

14. Given a ball of clay and asked to make a cup the child will respond by molding the clay into the shape of a cup and roll a small piece of clay into a strip and attach it to the cup for a handle.

15. Given paper, scissors, and paste and asked to make a house the child will respond by cutting a house shape from the paper and then cut a door and window out of paper and paste them on the house.

16. Given mosaics and paste and asked to make a picture the child will respond by pasting the mosaics on the paper in the shape of a house, a man, or a flower.

17. Given paper, scissors, paste, and crayons and asked to cut some circles and make a snowman the child will respond by drawing a small, medium, and large circle on paper, will cut them out, paste them on a sheet of paper, then use crayons to draw a hat, eyes, nose, mouth and buttons.

18. Given clay and asked to make a man or an animal such as a dog, cat, cow or horse, the child will respond by molding pieces of clay into various parts and putting them together and include all the parts.

19. Given paper and crayons and asked to draw a man the child will respond by drawing a man with at least eight parts and will include facial features, pants and a shirt.

20. Given some blocks and asked to make a house the child will respond by building four walls, a roof and a door; or, the child will respond by building an outline of the house and include two or more rooms with a door leading outside the house.

21. Given bottle caps, some wood, nails, and a hammer and asked to make a car, the child will nail two boards together, one on top of the other and two bottle caps on each side, one in the front and one on the back.

22. Given strips of wood, nails, and hammer and asked to make an airplane, the child will use three pieces of wood to make the body, wings, and tail of the airplane.

23. Given some assorted blocks and paper and asked to build a village the child will build three buildings, a bridge and a road.

24. Given some tinker toys and plastic discs and asked to build a car or a motorcycle, the child will build a car with four parts and a motorcycle with four parts.

25. Given a two dimensional paper or wooden circle cut into four equal parts and asked to make a circle, the child will put the parts together correctly to make a circle.

26. Given a paper rectangle cut into four equal parts and asked to put the strips together to make a rectangle the child will respond by putting the four parts together to make a rectangle.

27. Given a set of unit blocks or paper shapes, squares, rectangles, triangles, equal to half the square, rectangles half the width of the other rectangle but the same length and rectangles equal to half the square and asked to put the shapes together as many ways as possible to make a) squares, and b) rectangles.

    a) the child will put two triangles together to make a square and two small rectangles together to make a square.

    b) the child will put two squares together to make a rectangle and put two narrow rectangles together to make a large rectangle.

28. Given a two dimensional circle cut into four strips and an outline of the circle and asked to put the strips together to make a circle within the outline the child will put the strips together within the outline.

General Comments:

Little elaboration is needed here. Just keep the approach "open," so that the child's artistic and constructive impulses are not forced into too narrow channels.

Some interesting and imaginative films on older children's constructions are available from ACI Films. They are done by Peter Winkler and his wife, and might give some starter ideas.

Examples:

Don't restrict this to traditional art materials. What about a stick in the sand or dirt; water on sidewalk or fence; leaves and sticks to represent something, etc.

CATEGORY III: COORDINATION

B. Competency: Ability to Copy (18)

General Goal: The child can copy symbols, shapes, simple designs, sounds, and movements.

Performance Statement:

1. The child can copy symbols, shapes, and simple designs.

Criterion:

1.a Given a visual symbol, shape, or simple design, the child can copy by drawing it.

Sample Activity Items:

Give child crayon and paper. Display items to be copies one at a time. Draw this: e.g., circle, X, B, pattern (△ △ △ △ △), square, etc., exactly like you see it on this paper. You can look at it while you work.

Performance Statement:

2. The child can repeat sounds, including words and sentences.

Criterion:

2.a Given a sound, word, or sentence, the child can repeat it exactly as it was made.

Sample Activity Items:

I'm going to make some sounds and you repeat them after me, exactly as I make them.

Cat meowing.

ā, ă

e, ĕ NOTE: May wish to use letter sounds children have difficulty with.

Hill, creek.
Pickup, can't.
I like apples.
I want to play.

NOTE: For sentence imitation, it might be best to use colloquial language, local register and dialect. Also words and sounds may be varied.

Performance Statement:

3. The child can imitate gestures and movements.

Criterion:

3.a Given a gesture or movement of person through space in a particular way, the child can imitate it.

Sample Activity Items:

Tell child: "I'm going to do something and I want you to do it exactly like I do."

(NOTE: Do not face child and attempt to use left and right.)

Blink eyes, hold up three fingers, etc.
Skip, hop, sway, step-slide, swing arms and march, etc.

Performance Statements:

4. Given a picture of a garage and a picture of a store six inches to the left and asked to draw a line to show the road between the garage and the store the child will draw a reasonably straight line from the garage to the store.

5. Given a rectangle strip of paper 5" x 10" with five lines drawn on it 2" apart and 4" long and a pair of scissors and asked to cut all the lines and stopping when the line stops the child will cut 5 lines.

6. Given a 9" x 11" sheet of white paper with eleven black lines drawn horizontally and 9 black lines drawn vertically and five large dots randomly drawn on the paper and asked to use a crayon and draw a line connecting all the dots the child will find all the dots on the lined paper and connect at least four of the dots.

7. Given a length of yarn, a straw cut into one-half inch pieces, several one inch circles with small holes in the middle, blunt needle with large eye and asked to string a circle and then a straw on the yarn until all the shapes and straw are used up the child will string all the circles and straws on the yarn.

8. Given a plastic bottle with a 3 inch opening, five wooden clothes pins and asked to drop the clothes pins into the bottle holding the hand a foot away from the bottle opening the child will drop at least 4 of the clothes pins into the bottle.

9. Given five small blocks, a cardboard box and asked to stand on a line 5 feet away and toss all the blocks into the box the child will toss at least three blocks into the box.

10. Given eight inch cubes and asked to build a tower that will not fall the child will build a stable tower.

11. Given a heavy piece of cardboard two feet long and nine inches wide with a circle, square and triangle cut from it and asked to trace a circle, square and triangle the child will trace a circle, square, and triangle.

12. Given a wooden circle and a square, paper and crayon and asked to use the wooden circle and square and make one of each on the paper the child will trace around the circle and square on the paper.

13. Given a circle, square and triangle drawn on a piece of paper and asked to draw a circle, square and triangle the child will draw at least two of the shapes on the paper.

14. Given a length of yarn and a picture of a circle and a square and asked to make a circle and a square from the yarn the child will form the yarn into the shape of a circle and a square.

15. Given a tape recording of the sound of a siren and asked to make the same sound the child will vocalize the sound of a siren.

16. Given a model of clapping the hands together to make a loud sound and a model of clapping the hands quietly or softly and asked to imitate the sounds the child will respond by clapping hands together loudly and quietly.

17. Given a picture of a cow, a duck, a cat and the sound of each animal and asked to imitate the sound of each animal the child will make the appropriate sounds.

18. Given the model of first clapping hands and then stomping feet and asked to make the sound pattern the child will clap hands and then stomp feet.

19. Given the sound of a clock ticking, the playing of a guitar, and asked to imitate the two sounds the child will respond by making a ticking sound and a guitar playing.

20. Given the action of a ball bouncing and asked to imitate the action the child will pretend to bounce a ball.

21. Given the action song "I Touch My Head, Shoulders, Knees, and Toes," and asked to do the actions modeled in the song the child will imitate four actions.

22. Given the song "Open Them, Shut Them, Give a Little Shake" and asked to open hands, close hands, shake hands with the song the child will repeat the actions correctly with the song.

23. Given a picture of a boy running, jumping and skipping and asked to do what the boy in the picture is doing the child will respond by running, jumping and skipping.

24. Given a picture of a snake, a ball, a kitten, and asked to show how they move the child will imitate the movement of the three things.

25. Given a checkerboard and some black and red inch cubes and asked to arrange the blocks like the board the children will make the pattern of the board with the inch cubes.

26. Given a simple symmetrical design and asked to find the things that are the same in the picture the child will point to the parts that are the same.

27. Given some parquetry blocks and a simple pattern and asked to make the design with the blocks the child will make the simple design with the blocks.

28. Given a pegboard and beaded pegs and the model of three seriated squares made from beads, each square made from different colored bead and asked to make the design with the pegs and the board, the child will make the design on the pegboard.

29. Given a block design on paper of a circle within a square and asked to draw the design on a square divided by lines into equal parts the child will copy the design with pencil or crayon.

General Comments:

There are three components to this competency: fine motor, gross motor, and vocal. In general, the difficulty is determined by the items given, not by any hierarchical relationship among the three.

As far as future success in school is concerned, the ability to copy letters, numerals, and other symbols, and to copy sounds is more important than the gross motor.

For copying on paper, be sure to consult references that give approximate ages when the child can be expected to have that kind of motor coordination, and do not expect the impossible--diamonds, for example, are difficult.

The same caution applies to gross motor--hopping on one foot, skipping, etc., come relatively late.

Examples:

Home: Sing, play word games, sound games; let child say sentence after you; in car, play finger plays, facial imitation games, follow the leader

Man Made Environment: Imitate sounds of vehicles, engines, etc., imitate with the body the movements and motions of equipment, e.g., back how, car, crane, etc.

Natural Environment: Sounds of weather, streams; sounds animals make, movements animals make

School: Let children freely use pencils, chalk, felt pens, etc. to gain coordination; give informal copying tasks. Write name on art paper before child uses it to let him see his name, vocal and word plays, songs, finger plays, follow the leader.

CATEGORY III: COORDINATION

C. Competency: Ability to Draw (19)

General Goal: The child can draw pictures, shapes, and symbols.

Performance Statement:

1. The child can draw pictures.

Criterion:

1.a Given a familiar simple subject to draw, the child can produce a recognizable representation, either in detail or in essence.

Sample Activity Items:

Draw a picture of a tree.
Draw a picture of a person.
Draw a picture of a house.

1.b Given a subject of his own choosing, the child can produce a recognizable representation, either in detail or in essence.

Sample Activity Item:

Here is a crayon, and some paper. Tell me what you are going to to draw, then draw it.

NOTE: Imagination and creativity are involved in these processes, thus the "essence" of the subject may be captured, rather than lifelike representation.

Performance Statement:

2. The child can draw geometric shapes.

(Square, triangle, circle, line, diamond; some may have trouble with this. Also, known symbols such as letters and numerals.)

Criterion:

2.a Given the name of a geometric shape or known symbol, the child can draw it.

Sample Activity Items:

Draw a triangle.
Draw the first letter of your name.

Additional Performance Statements:

3. Given five familiar objects on a table when asked to cover eyes while one is taken away and then view the objects on the table and name the object which was taken away will respond by correctly naming the object which was removed.

4. Given five unlike objects to manipulate and asked to find two of the objects from a mystery bag containing the five objects by touch alone the child will respond by finding the two objects.

5. Given five bottles each containing a familiar material with a distinct odor and asked to match the odor with the material the child will correctly match the five odors with the five materials.

6. Given five familiar objects and a part from each object, when shown the parts and asked to match the part to the object the child will match the parts to the objects correctly.

7. Given five objects which make distinctive sounds (telephone, dog, drum, cow bell, duck) and the taped recorded sound made by each object and asked to match the sounds to the objects will respond by correctly matching the five sounds to the five objects.

8. Given a simple story describing a character doing an action and asked to draw a picture about the story the child will draw the character separately from the action.

9. Given some pictures of people and asked to draw a man, the child will respond by drawing a clothed man with head, body, arms, legs, feet, hands, figures, and facial features.

10. Given a toy truck to manipulate and asked to draw the truck the child will draw the truck from a side view and include the body of the truck, two wheels.

11. Given a three dimensional house made of cardboard to manipulate and asked to draw a picture of the house the child will draw the house front view with a door, windows, chimney coming from the side of the roof with smoke curling from it, flowers taller than the house and a sidewalk.

12. Given a set of rubber dolls representing a family and asked to draw a family the child will draw the number of people in his own family with little attention given to the actual size of the samily members, family members important to the child will be largest and drawn with the most detail.

13. Given verbal directions to draw a triangle and a square the child will correctly draw a triangle and a square.

14. Given verbal directions to draw a circle and an ellipse the child will respond by drawing two circles.

General Comments:

The physical coordination and mental integration required to draw gradually develops through the child's growth and development plus plenty of opportunity to actually draw, using any appropriate tool. Rhoda Kellogg has documented some of this and it would be wise to refer to her work. Please note that the capturing of "essence" is valued, as well as life-like representation.

About the only caution is to avoid the "color in the lines" syndrome. "Coloring" is not the same as drawing.

In asking the child to draw a shape or symbol, check to make sure he knows it first.

All the performance statements are asking the child to draw from memory, although in 1.12, he may choose an item he sees, which is O.K.

Examples:

Any tool or medium is appropriate, from soapy water to oil paint.

CATEGORY III: COORDINATION

D. Competency: Ability to Use Body to Express Ideas, Intentions, and Feelings (20)

General Goal: The child can use dance, dramatic play, and role play to express himself through movement.

Performance Statement:

1. The child can use simple dance to express ideas and feelings.

Criterion:

1.a Given a direction to express a familiar idea, or feeling through dance, the child can do so.

Sample Activity Item:

Set "mood" or feeling, so child has something to go on, then ask him to dance to show how he feels. Feelings or ideas could be happiness, loneliness, anger, etc. Group expression, with observation of individual children might work well.

Performance Statement:

2. The child can use dramatic play and role play involving body movement to express ideas, intentions, and feelings.

Criterion:

2.a Given an idea, intention, or feeling to express, or "act out," the child can do so.

Sample Activity Items:

Show me how you would get ready to go to the store with your mother if she told you that you could have an ice cream cone.

Show me what you would do if you got a brand new, great big tricycle.

Show me how the big crane puts a steel beam into a building.

Show me how a baby feels when he has just been fed and is all ready to go to sleep.

Show me how you could let somebody know not to bother you.

Additional Performance Statements:

3. Given a pantomime of the action of pushing and asked to label the action the child will respond with the word pushing.

4. Given a hand gesture to stop and asked to name the gesture the child will respond with stop.

5. Given a pantomime of the action of pulling and asked to label the action the child will respond with the word pulling.

General Comments:

The critical elements here are not primarily cognitive or motor, but affective. Cognition is involved, of course, in that the child must be able to put himself in another situation, another's place, and this involves cognitive processes. Motor skills--or lack thereof, obviously place an upper limit on what children can do at a given age or without training. However, for these purposes, an accepting, encouraging, "open," warm, climate that values these modes of expression will enable most children to "loosen up" enough to participate satisfactorily. Some coaching and teaching may be necessary. For ideas on this, see Sara Smilanski and Brian Sutton-Smith in the NAEYC publication, Play. Doubtless, the modeling effect of adults can either facilitate or impede these body expressions.

Examples:

Home: 2.a is more likely to be done at home than 1.a, dance. Ask the child to re-enact simple events or actions around the house. Perhaps re-enact something seen on T.V., or in the yard (bird flying, butterfly emerging).

School: Both planned and spontaneous movement are much in order. To encourage these competencies, it should be fairly expressive, not the highly structured directions and imitations found on some records and songs. The imitation skills are taught elsewhere in this section.

Teacher should also facilitate dramatic play through providing props and through Smilanski and Sutton-Smith techniques.

CATEGORY III: COORDINATION

E. Competency: Ability to Control Large Muscles (21)

General Goal: The child can control his large muscles to make them move as he wants to.

Performance Statement:

1. The child can move his whole body or parts of the body in response to oral directions.

Criterion:

1.a Given an oral direction to move in a way requiring large muscle control, the child can do so.

Sample Activity Items:

Hop on one foot.

Let's see you ride this tricycle. (Some children at age 6 can ride bicycles.)

Carry this big box across the room.

1.b Given an oral direction to move in a way requiring cognitive control of large muscles, the child can do so.

Sample Activity Items:

Walk backward, then forward.

Take three steps sideways, then stop.

Show me how you could go across the room with 3 parts of your body touching the floor.

Performance Statement:

2. The child can balance himself in appropriate situations, both standing still and moving.

Criterion:

2.a Given an age appropriate static balance task, the child can execute it.

Sample Activity Item:

Stand on one foot as long as you can.

2.b Given an age appropriate moving balance task, the child can execute it.

Sample Activity Item:

Try to walk clear across the narrow edge of this board (2" x 4").

General Comments:

Age-appropriate balance tasks will have to be spelled out in some detail by appropriate expert. In designing tasks to lead to the desired terminal skill, be sure that they are kept interesting and challenging. Waiting turns to walk a 2 x 4 is not too exciting.

For 1.a performance statement, see a book on movement educating for suggestion. American Association of Health, Physical Education and Recreation will recommend some. These activities are excellent for home visitor, teacher, and parent as well, especially if they are used to add life to outdoor play time.

Examples:

Home: "Hop on one foot over to let the cat out." "Skip to the mail box." "Jump down."

School: Songs involving large muscles; outdoor playtime; "You walked across the board. Now see if you can go across the board a different way." "How many ways could you go down the sidewalk to the store?"

CATEGORY III· COORDINATION

F. Competency: Ability to Control Small Muscles (22)

General Goal: The child can control hand and arm muscles in age appropriate tasks.

Performance Statement:

1. The child can use hand tools and instruments effectively.

Criterion:

1.a Given a task to do involving use of a hand tool or instrument, the child can complete the task.

Sample Activity Items:

Draw something with this pencil.
Use these scissors to cut the paper.
Hammer these nails into this board.

Performance Statement:

2. The child can manipulate small objects effectively.

Criterion:

2.a Given a selection of small manipulative objects, the child can successfully complete the manipulations he attempts.

Sample Activity Item:

Let child choose tasks from a selection of objects to manipulate, such as nuts and bolts, small beads, tiles, locks and keys.

2.b Given a direction of what to do with a small manipulative object, the child can do it.

Sample Activity Items:

Hold this toothpick in one hand and put these little metal rings on it.

Screw these nuts on the bolt and then unscrew them.

Performance Statement:

3. The child can change his movements in response to the observable effects of previous movements.

Criterion:

3 a Given an observable effect resulting from his previous movements, the child can continue or correct his movements.

Sample Activity Items:

Given a simple line design to copy on an "Etch-A-Sketch" the child can correct his movements as he works.

Give child a maze task, observe to see if he can correct mistakes.

If jar lid doesn't loosen one way, child tries turning it another.

General Comments:

Almost all these abilities result from the child's maturing mind and body having plenty of chance to attempt, practice, and master tasks requiring use of small muscles. There is no shortcut to mastery, nor any quick and easy way to teach. It is a slow, laborious construction of the skill.

Performance statement 3 does have plenty of cognitive elements involved. Some adults don't do as well as some children.

Examples:

Home: Stringing buttons, nuts and bolts; carpentry work; stringing beads; using drawing and writing tools; working puzzles; Lego; film cans to open and close

Natural Environment: Arranging pebbles, shells; stringing berries, popcorn

School: As above, plus mazes; plastic threading and construction toys; film cans; Awake cans with little toys inside, etc.

CATEGORY: COORDINATION

General Activities

1. ACTIVITY: Pantomiming the use of dishes, utensils, pots, and pans

Provide the child with real dishes, utensils, pots, and pans. Ask the child to pretend that he is having a birthday party and to show how he would use the pots and pans and utensils to make a cake and Kool Aid for the party. Ask him to show how he would use the cups, utensils, and dishes to eat the cake and drink the Kool Aid.

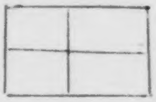
QUESTIONS:

A. Can you stir the cake with the knife? Why do you think so?

B. What will you need to serve the cake, the Kool Aid?

2. ACTIVITY: Lining cupboard shelves and drawers with paper

Provide the child with paper the exact size to fit each shelf and drawer. Ask the child to fit a paper to each shelf and drawer. Then cut the paper for one shelf into two parts. Ask him to see if he can still fit the paper on the shelf. Make the activity harder by cutting paper into four equal parts and ask the child to fit the paper on the shelf or drawer.



QUESTIONS:

A. Do you think you can find a paper to fit each shelf, each drawer? Show me.

B. If I cut the paper into more pieces, do you think it will still fit? Show me.

3. ACTIVITY: Tracing around objects (utensils, pots, pans, and dishes) to make outlines for cupboard shelves and drawers

Provide the child with utensils, dishes, pots, pans, colored paper, scissors, and colored markers.

NOTE: This activity can be done in three steps or two steps covering a time period of two to three days, depending upon the child's ability to trace and cut. The first step might be tracing and making outlines for all the dishes; second step tracing the pots and pans; and the third step tracing the eating utensils.

Ask the child to trace around the dishes, pots, pans, and utensils to make an outline of the objects, and then to cut out the outlines. Next ask the child to match the objects to the outlines.

QUESTIONS:

A. What could you use to make an outline that would look just like a plate, cup, fork, etc.?

B. What would you need to do first, next, last?

C. Will you need one sheet of paper for each object? Why do you think so?

D. How can we place the objects on the paper? Show me.

4. ACTIVITY: Fitting the outlines on the shelves and matching the utensils, pots, pans, and dishes to the outlines

Provide the child with a length of newspaper cut the approximate size of the actual shelf, the paper outlines, tape and dishes, pots, pans, and utensils.

Give the child the strips of paper and the objects and ask him to show how he could fit all the dishes on the shelves so that there would be room for everything. Then ask the child to fit the outlines on the real shelves with tape and to put the real dishes, etc., on the shelves but matching them to the outlines.

QUESTIONS:

A. How do you think the things should go on the shelves? What things would you put together?

B. Can you think of another place to put the cups? NOTE: The child might think of hanging the cups.

C. Do you think you can put all the things on one shelf?

5. ACTIVITY: Drawing a picture of the dishes, pots, pans, and utensils arranged on the shelves

Provide the child with crayons and paper.

Ask the child to draw a picture showing how the cupboard and drawers look with all the things arranged.

QUESTION:

Can you tell me something about your picture?

CATEGORY IV: HABITS AND ATTITUDES

A. Competency: Ability to Initiate Action (23)

General Goal: The child can initiate action to secure information, correct an adverse affective situation, and follow directions.

Performance Statement:

1. The child initiates action to find out about his environment.

Criterion:

1.a Given a novel situation, the child initiates action to find out more about it.

Sample Activity Item:

New toy or arrangement in the home or classroom, child initiates action to find out more information, by asking, exploring, playing with, examining, etc.

Comments:

As in expressing ideas through dance and movement, this competency depends heavily on the encouraging supportive climate toward child-initiation of activity. Parents are likely to regard this as "getting into everything," and try to suppress it rather than channel it. And, on the other hand, it can't be so open that the child has the fear of being without limits. It is more of a "Go ahead; it's O.K. I'll be here to help if you need me." In addition, there must be interesting things to explore and find out about. Children in this kind of situation seem to develop a "seeking," "inquiring" attitude, a recognition that they can act effectively on their own behalf. Performance statements 1 above and 3 below seem to require this encouragement. In addition, the T.V. screen may be able to use its powerful modeling techniques to encourage this behavior in children.

Examples:

Home: Let children ask questions, move around house, play with appropriate household objects, provide simple, intriging play things, watch and share in both parents' household tasks and leisure.

Man Made Environment: "I never saw that machine before. Wonder what it's for?" "Let's go watch the tree trimmer."

Natural Environment: Child encouraged to find out about plants, animals, inanimate objects. "I wonder where the moon went?" "See if you can find out which things here will sink, and which will float." "Let's watch the worm and find out how he moves."

School: Have plenty of "things" specifically for children's self-initiated explanation--science and math materials, books they can go to, art materials. Instead of teacher demonstrating and showing children, whenever appropriate, let them do it. "See if you can find out." "Try it." "Go ahead; I know you can do that." "See what will happen." All are phrases that should be used often.

Performance Statement:

2. The child initiates action to correct an adverse affective situation.

Criterion:

2.a Given an adverse affective situation, the child initiates action to correct it.

Sample Activity Item:

Picture or tell about an adverse affective situation (child hitting another, taking away toy, not letting another child play, older child "making fun," etc.). Ask child to demonstrate or describe what he would do. Possible replies--hit him back, call mother or teacher, run away, grab toy, and hold on tight, etc.

Comments:

Children need to be shown and taught acceptable ways of coping with an adverse situation--either by seeing it coming and avoiding it, or taking positive action to correct it. Children don't acquire this "naturally." Perhaps the most difficult part of this competency lies not in showing the child and getting him to do it, but in a societal decision about what is acceptable. The child gets mixed signals. Sometimes "stand and fight" is encouraged; at other times he should call the parent or teacher; sometimes he is just expected to "take it." Yet in all these, a tremendous amount of judgment is called for. It may be that the most we can hope for is to convey the notion that the child is not helpless, that he can do something to defend and sustain himself--even if it is sometimes wrong.

Examples:

Before appropriate programming can be done, you must determine what Appalachian children's difficulties are. If it is passivity, that is one thing. If it is physical over-reaction, that is another. And, what is the desired behavior?

Performance Statement:

3. The child initiates action to find out more about physical causality and means-end relationships (What will happen if . . . . .).

Criterion:

3.a Given a situation requiring action to demonstrate means-end relationship, the child can initiate the action.

Sample Activity Items:

What do you suppose would happen if this big rock were dropped in the pan full of water? Show me what you could do to find out.

What could we do to find out what happens when this hot jello gets cold?

Performance Statement:

4. The child can follow oral directions, carrying out actions of two or three steps.

Criterion:

4.a Given oral directions involving two or three steps, the child can carry out the directions.

Sample Activity Items:

First close the door, then get a pencil and paper and draw a picture.

Wash your hands, dry them, then come sit down for juice.

Comments:

A relatively simple item compared to the others in this section. Start with one direction, at an early age, and gradually build complexity. Making the directions "real life" and useful increases the child's motivation to do them. Watch that complex grammatical structures don't interfere here. It is easy to throw a child an "easy" direction that is easy to execute, "Ask George, 'What's your name?'" may result in the child telling George, "I'm Mary." This is because he is still sorting out "ask" and "tell" and consistently substitutes the meaning of "tell" for "ask." A direction to "Bring me a crayon or a pencil, then sit down," may result in both the crayon and pencil being brought. These are legitimate teaching techniques, but the point is they may not evaluate the child's ability to follow directions, or teach him to follow an increasing number of steps.

Examples:

Home and School: Use routine, around the home or school activities. They are better than any contrived situation. This is especially true if it is worthwhile and needed participation, and if child gets immediate knowledge of the consequences.

E.g., "Go get your HOPE box the home visitor left, pick out the book you want to read, and bring it here."

"Wash the table, put the chairs around it, then we'll have snacks."

Additional Performance Statements:

5. Given a can of powdered paint and a glass of water and asked to predict what would happen if they were mixed together the child would respond that they would make paint of the same color.

6. Given a bicycle pump and a balloon and asked what he could do with them the child would respond that he could blow the balloon up with the pump.

7. Given water, liquid soap and an egg beater and asked what he could do with them, the child would respond that he could make soap bubbles.

8. Given a box of beads and asked to get what he would need to make a necklace, the child would get some type of stringing material.

9. Given four small sheets of paper and a large object, when asked to trace the object the child would assemble the papers to provide sufficient surface for the tracing.

10. Given several toy cars in a box held shut with a rubber band the child when the box was rattled and given to him, would make some attempt to open it.

11. Given a paper bag containing several bells and asked to find out what the bag contained, without looking, the child would investigate using a sense of hearing or touch.

12. Given a ball of clay to play with containing a metal weight, the child would seek the object hidden in the clay.

13. Given a toy car with the wheels and axles removed, the child would investigate to see if the wheels and axles could be replaced.

14. Given a covered baby food jar containing a piece of paper toweling with onion juice on it and asked what the toweling cleaned up, the child would open the jar and smell the contents.

15. When asked to first clap then touch his head, the child will follow the correct order and reproduce the motions.

16. Given a toy car and piece of paper and asked to drive the car around the outside of the paper, the child will be able to do so.

17. Given a piece of paper and some crayons and asked to draw a house and himself with a flower, the child will include all three objects.

18. Given a paper bag and three objects and asked to put them in a particular order, the child will use the correct order.

19. When told to get up, push his chair in, and go to the door, the child will follow that order.

CATEGORY IV: HABITS AND ATTITUDES

B. Competency: Ability to Plan Action (24)

General Goal: The child can predict the result of action, assess available resources, and use them to achieve a desired result.

Performance Statement:

1. The child can predict the end result of a given action or series of actions.

Criterion:

1.a Given a simple series of events or actions, the child can predict the probable end result.

Sample Activity Items:

Gloria had gone with the big kids down to the creek to play. She got her shoes all muddy. She was afraid her Mom would scold her, so she took the shoes off and put them beside the porch, close to where the dogs slept. She didn't go back out and get them because it got cold and rained. What do you suppose happened to her shoes?

Possible Responses--They got wet; the dogs carried them off; the dogs chewed them up; her dad saw them and brought them in.

If you mix this red paint and yellow paint, what color will you get? (This requires knowledge which may or may not be related to the ability to plan or predict.)

Performance Statement:

2. The child can decide what he needs to do to achieve a desired end result.

Criterion:

2.a Given a simple situation outlining a problem and a desired end result, the child can show or say what he could do to achieve the desired result.

Sample Activity Items:

Suppose we are on one side of the river and we need to be on the other side. What could we do to get there?

It's cold in the house. What could we do to make it warmer?

2.b Given a situation outlining a problem and a desired end result requiring several steps from the existing condition, the child can show or say the steps required to achieve the desired result.

Sample Activity Items:

Here is a child just getting out of bed on the day the mobile classroom comes to the school. Tell me what he needs to do to get ready to go.

Here are the things we need to set the table for lunch. First tell me what you need to do, then show me.

Performance Statement:

3. The child can assess and use available resources to achieve a desired end result.

Criterion:

3.a Given a problem to solve and a limited number of resources, the child can demonstrate or describe how he would use the resources to solve the problem.

Sample Activity Items:

This doll needs to take his nap. What can we fix up for him to sleep in? (Array of pieces of cardboard, wood, clock, etc.) Child should fix up something that looks like a sleeping arrangement.

Show a picture and tell story of a child and his friend with a long rope wanting to jump rope, and another picture showing the possible resources (fence or tree, big sister, shears, clock, money, plus other relevant and irrelevant items).

Possible solutions:
1) Tie one end of rope to fence or tree, get big sister to turn it, or take turns turning, (time turns with clock).
2) Cut rope in half, so each child has a rope.
3) Buy another rope, so each child has one, etc.

Additional Performance Statements:

4. Given a block of wood, a set of clip-on wheels and a strip of paper and asked what the child might do with the objects, he will combine the objects to make something, e.g. a car and a road.

5. Given a hammer, a set of bells, and a puzzle and asked to select the quiet activity, the child will choose the puzzle.

General Comments:

Although there is evidence that this is an important competency, there is little in the way of background material for curriculum development--either for what child or adult must do to develop the ability to plan action. Therefore, we are proceeding on logical analysis and on experience, but the end result is far less predictable than teaching colors or sorting. Even those people who have emphasized child planning in their curricula (Weikart) have changed procedures.

We do know these things:

1. Modeling is a powerful teaching tool here. If the adult plans in a way that is observed and understood by the child, probably the child will do so, too. (e.g., in older children, if parent writes list to remind him, children will probably acquire that habit also.)

2. Young children's ability or lack of ability to plan is often related to the opportunity to do so, which is often minimal. Parent, HV, teacher, may need to provide for more opportunities.

3. Planning is a complex skill requiring analysis of needs or wants assessment of resources, and logical, sequential, thinking about how to achieve desired results. Verbal mediation probably facilitates. But we know very little about helping children achieve this competence.

4. Divergence and creative responses should be encouraged. Usually, there is no one way to get "from here to there," except for straight information items--e.g., if you mix blue and yellow. If child comes up with a new way to achieve a desired result, more power to him, provided he doesn't hurt or disturb himself, others, and materials. The world needs more people like him.

Examples:

Home: Child is allowed to help cook and help around the house and yard, then given an opportunity to plan and carry out simple tasks. "We've got time to go fishing if you could get together the things we need." "Let's get these beans ready for dinner. What do we have to do?"

Natural Environment: Planting and caring for seeds and plants. "What do we have to do?"

School: Child given opportunity to decide what he will do and what he needs to do it.

Teacher has balls, jump ropes, and other small outdoor equipment on display. Sings song:

"What shall we do when we all go out
all go out
all go out
What shall we do when we all go out
all go out to play?"

"Leroy, what do you want to do when you go out?"
Leroy answers: "Play catch."

Teacher: "What do you need to play catch?"

Leroy (hopefully): "That red ball and someone to play with me."

Choices of snacks, play equipment, books to read, songs to sing, colors in paint, paper, etc. Choices of areas to play in.

CATEGORY IV: HABITS AND ATTITUDES

C. Competency: Ability to Persist in and Desist Actions as Indicated by the Situation (25)

General Goal: The child can, as appropriate, both attend to tasks and abandon an unproductive approach to task.

Performance Statement:

1. The child is able to attend to interesting and appropriate tasks.

Criterion:

1.a Given a task interesting and appropriate to his development, the child can attend long enough to complete the task.

Sample Activity Item:

Given a task similar to those he enjoys doing, the child willingly attends long enough to complete the task.

NOTE: There should be several evaluations of this, as other factors easily intrude.

Performance Statement:

2. The child desists actions which are unproductive and frustrating.

Criterion:

2.a Given a task which is impossible to complete, the child attempts it, and is willing to abandon it.

Sample Activity Item:

Have child work puzzle which won't go together. Ideally, child should attempt, then abandon before frustration.

Additional Performance Statements:

3. Given a string and beads and asked to string as fast as he can while you string slowly, the child will know he has more beads than you because he has strung faster, even if both began and ended at the same time.

4. If asked "If two people start at the same place and finish at the same place and one walks and one runs who will get there first?" the child will respond the runner.

5. Given two sets of five alphabet letters to trace, one fast and one slowly and asked which was the most like the original and why, the child will respond the neater went more slowly.

6. Given a set of small blocks 2" x 2" x 1" and asked to "Build a tower as fast as he can until I say stop" (one minute) and then "slowly and carefully" and asked to compare the two for height, he will say the carefully done one is higher.

7. Given three cookies or pictures of cookies - one dough, one normally cooked, and one burned, the child would be able to tell which had cooked longest and why.

8. Given a puzzle to work with and asked half-way through what he has done and still has to do, the child will respond to both parts appropriately.

9. Given blocks with which to build a house and asked several times during the building what parts he has completed and those yet to be done he will respond correctly.

10. Given paper and crayons to draw a picture and asked at the end to recall what he drew first, next, next, etc., the child will recall in correct sequence.

11. Given a doll to dress and undress and asked when the doll is dressed to tell the sequence in removing the doll's clothes in the same order used in dressing the doll, the child will show or verbalize the correct order.

12. Given a box, a piece of wrapping paper, a ribbon, and a toy car, the child, when asked would be able to tell or show the sequence in wrapping the car as a gift.

CATEGORY IV: HABITS AND ATTITUDES

D. Competency: Ability to be Self-Reliant When Appropriate and to Request Assistance When Appropriate (26)

General Goal: The child can exhibit appropriate independent and dependent behaviors.

Performance Statement:

1. The child can work and play independently when appropriate.

Criterion:

1.a Given a situation calling for independent action, the child can function successfully.

Sample Activity Item:

Accurate assessment of this calls for observation. In home, give child a task such as a puzzle, putting modest number of toys away, clearing table, etc. In classroom, a task such as putting away blocks, washing table, etc. could be used. Observe child's actions. Perfection should not be expected. More important at this age is attitude and willingness to try to do the task by himself.

Performance Statement:

2. The child can make reasonably accurate estimates of his abilities in motor and cognitive tasks.

Criterion:

2.a Given a difficult task well within the child's capabilities, the child is willing to attempt it.

Sample Activity Items:

Natural situation: Observation of child given a difficult task (new puzzle, construction to replicate, pattern to duplicate, etc.). If the "match" is correct, the child should be willing to attempt it.

Contrived situation: Describe to child a difficult task, ask him if he thinks he could do it, and how he'd go about it.

Performance Statement:

3. The child can recognize when it is important to seek help.

Criterion:

3.a Given a situation in which adult or other help is needed, the child can identify the situation.

Sample Activity Items:

Here are some pictures of boys and girls doing different things. Look at them and tell me in which ones you think it's okay for them to go on by themselves, and in which ones they ought to go get someone to help them.

Here are some pictures of boys and girls having some problems. I'm going to show them to you one at a time, and you tell me what you'd do if you were in their situation. (Situations should include those which child can handle by self and also ones where he needs help.)

Performance Statement:

4. The child knows appropriate sources of help.

Criterion:

4.a Given situations where help is needed, the child can identify appropriate sources of help.

Sample Activity Item:

Show pictures and tell story to create situation calling for a specific kind of help, with which child might be familiar. (Example - an accident at home; child should call mother or father.) Child can select who should be called from pictures, or (more difficult) can name who should be called.

Performance Statement:

5. The child knows how to summon help.

Criterion:

5.a Given a situation where help is needed, the child can demonstrate or describe how to get help.

Sample Activity Item:

Select a need for help and a source for help with which child is familiar. Ask him, "If you needed the teacher to come out and help you, what would you do?" (Other appropriate sources should also be used.)

Additional Performance Statements:

6. Given three pictures of an adult, a teenager and a child of the same sex as the subject, the child, when asked which he could beat in a race, will select the picture of the child.

7. If asked how he could set up a house in the block area and what he would use, the child will include materials for an enclosure and spatially appropriate sized furniture, and/or representations of furniture.

8. Given pictures of a paint brush on a long handle, a ladder, and a regular paint brush, and asked what he would use to paint a wall in the room and why, the child will combine the ladder with the brushes in some way and will realize that the regular brush could not be used alone.

9. Given a fork and a set of chop sticks and asked which he would use to eat his dinner and why, the child will select the fork and verbalize a justification other than merely the word "because."

10. Given a puzzle to work on and being stopped before the puzzle is completed, the child, asked why he did not complete the puzzle, will say he was stopped.

11. Given a simple line drawing to reproduce, and asked after its completion which parts are most and least like the original, the child will be able to compare the two.

12. Given a pegboard design to reproduce, but with pegs of different colors from the original, the child, on completion, will be able to tell how his is different from the original.

13. Given rubber bands to stretch over two pegs with one of the rubber bands being too small to fit, the child, when asked why he can't put that rubber band on, will verbalize that it is too small.

14. Given a set of alphabet letters to trace and asked on completion which are best and least well traced, the child will compare and chose those that are most representative of good and bad tracings.

15. Given a set of rubber people including a mother, a father, a brother, a sister, and a baby, and asked,

    1) Which people could help you tie your shoes and why?

    2) Which people could drive you to the store and why?

    3) Which people could help you look for the baby if it crawled off?

    the child will select individuals or groups of individuals who are appropriate.

16. Given a picture of a wrecked car and asked what he would do if he was there and who he would get to help, the child will respond by naming an appropriate person or action.

17. Given pictures showing the sequence in building a bird house and asked where he might need help, and who he would ask, the child will respond by telling who was needed and how.

18. When asked to tell some things the child could make without any help and how he would do it, the child will be able to do so.

19. When asked "How can we find out about ________________?" (a subject common to the classroom, e.g. rabbits), the child will respond with an appropriate person or place.

20. Given a stack of blocks and asked to pile them all one on top of another, the child, when he reaches the point where he can no longer place the blocks, will seek help by asking the adult to aid him.

21. Given four pictures of a child playing, sleeping, reaching for a steaming pan on the stove, and eating, and asked to tell you about the pictures, the child will verbalize the potential danger of the child reaching for the pan.

22. Given a photograph of various objects and asked if he could make this on his own, the child will be able to decide in an appropriate manner.

Object examples:
1) a clay ball or snake
2) a child's painting
3) a chair
4) a table
5) an alphabet letter
6) a shirt

23. Given a figure of a policeman and asked when he might need this person and how he could get him, the child will name an appropriate situation and how to contact the police.

24. Given a real telephone and asked how it might be used, the child will respond appropriately. When extended by "how else?", the child will come up with using the phone in an emergency.

General Comments:

In the past, we have placed much stress on children's independent behaviors. Now we are seeing more emphasis being put on three classes of related behaviors; independent, dependent, and interdependent. The first two are touched on in this competency. Much sensitive judgment is required in trying to build these competencies. For example, in trying to promote independent action in home and school, we are sometimes guilty of either loading an impossible task on the child--"Now you got all those blocks out, and you can just put them all away" or cutting off his striving for independence--"Let me button your coat; we're in a hurry." If we don't encourage him when he wants to go on his own, he will soon learn not to try. In addition, many adults have ambivalent feelings about children's independent and dependent behaviors, especially between 2 and 6 years, when the first break from home to school comes. As with ability to initiate action, and so many other items in the realm of habits, attitudes and social relationships, appropriate action cannot be taught as simply as one teaches the names of shapes or the size of something. The climate in the home, school and community must also value and reinforce a particular behavior.

In connection with performance statement 2, the movement education people have noted that in working with apparatus, children seldom over extend themselves unless an adult pushes them.

In 3, 4, and 5, the situations and expected behaviors can be more clearcut, and connected with children's health, safety, and well-being. For example, somebody falls and hurts himself, somebody is playing with matches or knives, something is burning or boiling over on the stove, someone is running away, playing in a dangerous place, and so forth.

The question of appropriate sources for help is one that should be carefully considered. Should 6 year olds be taught when to call police, firemen, telephone operator, doctor, etc.? Or, should teaching stop at parents, big brothers and sisters, neighbor, teacher, any known adult or near-adult? Perhaps it depends on the situation. It does little good to tell a child to call police, sheriff, or firemen if the nearest one is 50 miles away and perhaps has no jurisdiction. In other words, get below the obvious, pat "social studies" answers and to the realities of the actual situations.

Note how 5 ties in with the Social Relationships' ability to get and maintain attention.

Examples:

(Independent) Home and School: Set encouraging, supportive climate for achievement of independent behaviors. Do this throughout the day, recognizing that children are not consistent in their strivings for independence. If a child is tired, hungry, sick, or out-of-sorts, he may need to revert to dependent behavior for a time. Let him.

(Dependent) Some examples of where help may be needed are given above. Others are: children's serious disagreements; child playing in car or on dangerous machinery; child "stuck" in a dangerous spot (in tree, on fence); baby crying or in possession of something he shouldn't have; children needing information; children bored, need something to do; child needing help in bathroom, needing help cutting meat or other food, etc.

CATEGORY IV: HABITS AND ATTITUDES

E. Competency: Ability to Sustain Health and Safety (27)

General Goal: The child knows and observes health and safety practices appropriate to his age.

Performance Statement:

1. The child knows and can observe childhood safety practices in daily activities in home, school, car, yard.

Criterion:

1.a Given a situation requiring application of common childhood safety practices, the child's reply is consistent with health and safety.

Sample Activity Items:

Bottle with "Mr. Yuk" on side. Child knows it is not good to drink.

Uncapped pop bottle found at side of road, child knows not to drink substance.

Choice between sharp and blunt tipped scissors to give to a 3 year old to cut with, child chooses blunt scissors.

Child sees gun in closet, knows he should not play with it.

1.b Given a situation requiring application of common childhood safety practices, the child observes them either by commission or omission.

Sample Activity Items:

NOTE: This criterion would necessitate observation.

Child in car asks about or buckles seat belt.
Child does not throw sand or rocks at others.
Child does not run with pencil, knife, or scissors.

Comments:

Knowledge of these can be taught. Select those that are under child's control, such as the ones listed under 1.a and 1.b criterion. Make the teaching matter-of-fact, straight-forward, non-moralizing. If at all possible, get to parents and teachers to teach them concomitant safety practices, since there is no point in teaching the child about something over which he has no control, e.g., whether or not there is a fire extinguisher in the house.

There are statistics available on which accidents cause the greatest death and injury--bear down on these.

T.V. has a big advantage in being able to show closeups of "Mr. Yuk" (could be distributed to parents) and other poison and danger signs (note tie-in with recognizing symbols). Also, the modeling aspects of learning are powerful.

Examples:

Examples appropriate to the children you are serving should be generated, such as:

Sit down in the back of the pickup.
Stay away from gravel pits and strip mines.
Know a dog before you start to play with him.
A coal or wood stove is hot all over, don't get too close . . . and so forth.

Performance Statement:

2. The child knows there is a relationship between what he eats and his general growth and health.

Criterion:

2.a Given a natural or contrived situation involving food, the child can state why people need food. Why do people need to eat?

Sample Activity Items:

Replies might be:
Food makes us grow big and strong.
We get tired and hungry and then we eat and we feel better.
Daddy says if you're going to work you've got to eat.
Because they get hungry and they'd get sick if they didn't eat.

Performance Statement:

3. Child knows and can follow common standards for peer group in cleanliness, care of self.

Criterion:

3.a Given a situation requiring application of common childhood cleanliness and self care standards, the child can demonstrate knowledge of these.

Sample Activity Items:

What do you need to do before you eat?
When do you usually brush your teeth?
Suppose it was cold, windy, and rainy outside, tell me what you'd wear to school.

3.b Given a situation requiring application of common childhood cleanliness and self care standards, the child observes them either by commission or omission.

Sample Activity Items:

NOTE: This criterion would necessitate observation.

Child washes hands after toileting and before eating.
Child brushes teeth.
Child leaves bandages on cut, sore.

Comments:

Nutrition and most cleanliness items are under the influence of adults, particularly adults in the home. Children at this age are in the process of forming life habits, and cannot be expected to have acquired them. The school and T.V. can do some positive things. For example, the use of sweets for rewards or treats should be totally abandoned. Home visitors and teachers should use only more healthful foods.

Cleanliness suggestions can be matter-of-factly taught.

Additional Performance Statements:

4. Given a pipe cleaner doll and told it was made by a peer and asked what he can tell about the quality of the doll, the child will be able to make an evaluation.

5. Given the tracings made by a peer and asked to comment on how close to the original they are, the child will evaluate the work.

NOTE: This deals with the child's ability to form casual relationships and to classify.

6. If asked how he would feel if he had a cold, the child will be able to respond with several symptoms appropriate to having a cold.

7. Given photographs of children with various obvious childhood diseases, the child will be able to identify them by name, e.g., mumps, measles, chickenpox, etc.

CATEGORY IV: HABITS AND ATTITUDES

F. Competency: Ability to Make Choices Based on the Situation

Performance Statements:

1. Given a large rubber ball, a book, a jar of paint with a brush, and a clipboard, and asked what object he might play with using the clipboard as a desk on his lap, the child will select the book.

2. Given two puzzles of varying difficulty and number of pieces, upon asking the child to select the one he can do the fastest, he will select the easiest one.

3. Given unit blocks of varying sizes and asked to build a house that will fit on his chair, the child will select blocks suitable to the project rather than the large or unstable blocks.

4. Given a full and near empty jar of paint, and a picture of a large house on an 18 x 24 inch piece of paper, upon asking the child which he would use to paint the house, the child will select the full jar of paint.

5. Given two glasses and a pitcher with enough juice to fill only one glass, upon asking the child to give two people approximately the same amount of juice, the child will attempt to make the juice levels even by pouring small amounts at a time, pouring back and forth, or by some other means.

6. Given give single unit and five long unit blocks and invited to have a contest with you to build the longest road, the child, when asked which blocks he would like to use, will select the long blocks.

7. Given a piece of paper, crayons, felt tip markers and a pencil, and asked which would make the prettiest picture and why, the child will select one and state his criterion beyond, "because it would."

8. Upon asking the child what he might use to construct a bird house for outside, he would respond with an appropriate material and/or tools, e.g. wood, plastic, glue, hammer, saw, etc.

CATEGORY IV: HABITS AND ATTITUDES

G. Competency: Ability to Forecast Results

Performance Statements:

1. Given an empty flashlight and two batteries and asked what would happen if the batteries were put in the flashlight, the child will respond that it would light or work or some change would be produced.
2. Given a straw and a glass of water and asked what would happen if one blows through the straw while it is in the water, the child will respond that it will bubble.
3. Given a jar of paint and a piece of paper toweling and asked what would happen if the towel were dipped in the paint, the child will respond with a statement indicating a change in the toweling.
4. Given an egg, a hammer, a nail, and a glass, and asked which object would be the best to pound in the nail and why, the child would respond the hammer and state the others would break, or the hammer wouldn't.
5. Given a rubber ball and asked what would happen if it were dropped on the floor, the child will respond it would roll, bounce, etc.
6. When asked to show or tell you two steps in doing an inlay puzzle, the child would dump the puzzle and put some of the pieces in the spaces or tell about the actions.
7. When asked what steps he might take to draw a flower on a paper, the child will respond with the steps.
8. When asked what he does from the time he gets up until he comes to school, the child will name two or more activities.
9. When asked how he might build a bird house, the child would show or tell more than two steps.
10. When asked to tell or show steps in playing on a slide, the child will show two or more steps.

CATEGORY IV: HABITS AND ATTITUDES

H. Competency: Ability to Plan Alternatives

Performance Statements:

1. Given a one minute sand timer, some beads and string and told that he will get one candy for each string completed the child will string rapidly.

2. Given a large paper with a narrow curvy road drawn on it and asked to drive a toy car over the road in such a way that it does not leave the road and, if it does, the car will have to start again, the child will use great caution.

3. Given a paper bag containing an object and told that he is to find out what is in the bag without using his hands, the child will be able to discover a way of finding out.

4. Given liquid paint and a variety of unrelated objects but not a paint brush, and asked to paint a picture, the child will use one of the objects or his fingers to paint with.

5. Given a photograph of an object; asked to do something to help us guess the word without talking; the child will act out the action in some way, until the word is guessed.

CATEGORY: HABITS AND ATTITUDES

General Activities

1. ACTIVITY: Mystery Bag

Collect and place in a paper bag a combination of five or six items from the list of materials. Ask the child to figure out, without looking, some way of finding what items are in the bag and how they might be used. Help the child to consider the sense of smell or touch by asking appropriate questions.

QUESTIONS:

A. How could you find out what is in the bag?

B. How might it be used?

C. What could you call it?

D. How does it feel?

E. Show me what it does.

2. ACTIVITY: Making a picture list

Ask the child to sit down with you to help you make a list of the foods you will be having for a meal. Use pictures with the word to give the child a means of identifying the word. Ask the child to make a picure list of the dishes, containers, and silverware needed to serve and eat the meal.

QUESTIONS:

A. How many things will go on that kind of plate, cup, etc.?

B. Why can't you put it in that?

C. What will you need to eat it with?

D. Have you found something for all the things?

E. How do you know?

3. ACTIVITY: Planning a table setting

Help the child think through all of the items needed to set the table. Make a list using magazine pictures. When you have agreed on the items, ask the child to set the table following his planned list and to check off items as he goes.

QUESTIONS:

Listing:

What do we need?

How many?

Setting:

Where can you find them?

Where will you put them?

Have you done all of them?

How do you know?

4. ACTIVITY: Predicting

Provide eggs, a fork, a spoon, a knife, a glass bowl, crayons and paper. Ask the child to trace a fork, a knife, a spoon, and an egg beater. Ask the child to predict what the egg would look like if you used each of the things to beat the egg. Ask the child to draw or record his predictions. Have the child compare his predictions with the outcome of actually beating the egg with one of the utensils.

QUESTIONS:

A. What do you think it will look like?

B. How do you know?

C. Can you show me?

D. Which are the same?

E. Which is different?

5. ACTIVITY: Substitutions for broken dishes

Draw or trace pictures of the following items: a glass, a cup, a plate, a fork, a spoon, a knife, and a pan. Turn all of the pictures over, slam your hand on them, and tell the child all of these things are broken and there are no more like them. Have the child select a card and tell what substitute he could use for the broken utensil. Give some absurd example to help get the child started. (e.g. Could you use and elephant?)

QUESTION:

What could you use?

CATEGORY V: SOCIAL RELATIONSHIPS

A. Competency: Ability to Assume Appropriate Social Behavior (28)

General Goal: The child can cooperate with peers and adults, and can identify social and work related roles of specified adults.

Performance Statement:

1. The child can cooperate with peers and adults.

Criterion:

1.a In a natural situation, the child can follow reasonable suggestions, directions, and requests of adults.

Sample Activity Items:

Lunch is ready. Let's go inside to eat.
Hang your coat on the hook, please.

1.b In a natural situation, the child can follow reasonable suggestions, directions, and requests of peers.

Child cooperates or has socially acceptable reason for not doing so.

Sample Activity Items:

Joe, hand me that block.
Let's play house. You be the mama and I'll be the daddy.

1.c In a natural situation, the child can request help, companionship, and information from adults, and make suggestions to adults.

Sample Activity Items:

Child says: "What is this?" "Come read to me." "Let's listen to records now." or

Take toy to be fixed to adult, book to be read, etc.

1.d In a natural situation, the child can give directions, make reasonable suggestions and requests of peers.

Sample Activity Items:

Child says: "No, I don't want to swing. Let's go slide.

Child says to younger sib: "Mama said go outside. Let's go."

Takes another child by the hand, or puts an arm around shoulder to gain cooperation.

Performance Statement:

2. The child works cooperatively toward a common goal by division of labor.

Criterion:

2.a Given a task which can be efficiently done by joint effort, the child chooses that means as one way to do the task.

Sample Activity Items:

In a natural setting: When children need to put toys, or classroom equipment away, they are able to work with division of labor.

In a contrived situation: Presented with a hypothetical task and several ways to do the task, the child chooses an example of division of labor as one way.

Comments:

Read Burton White on these items, especially performance statement 1. Note that both leader and follower roles are considered to be part of cooperative behavior. Young children are still very much in the process of learning these attitudes and skills, and can use much modeling and direct tuition to help them learn. As with so many other things, the child's ability to learn and exhibit these behaviors depends on many things. Perhaps most important is the social setting in which he spends most of his time, and the guidance and expectations of the significant people in his life. Some adults or other children make it almost impossible for the child to approach them, or even to follow their requests. Resistance--even defiance--is the only logical response.

The best bet to help children with these behaviors is to affect the adults around them. Some modeling can be done on T.V. to show child how he can cooperate in given situations.

There are several aspects to the "joint effort" performance statement. One is the recognition that it is sometimes beneficial to work together, that this allows for 1) a division of labor, so that each one doesn't have as much to do, 2) a combining of skills so that each one can contribute his own unique assets, 3) reciprocity (you help us this time and we'll help you when you need us).

Examples:

These kinds of behaviors can best be taught on-going through work and play. Verbalization of appropriate responses probably has little meaning or effect.

Performance Statement:

3. The child can identify specified adult occupation examples, and their social and work related roles and functions.

Criterion:

3.a Given pictures of adults engaged in a variety of occupations, the child can identify the occupational role.

Sample Activity Items:

Point to the picture of the construction worker.
Show me the school bus driver.
Point to the highway patrolman.
Show me a picture of a mine worker.

3.b Given pictures of adults engaged in a variety of occupations, the child can identify the occupational function.

Sample Activity Items:

Point to the picture of the person who helps grow the food we eat.
Show me the person who sells gasoline to put in our cars.

3.c Given pictures of adults engaged in a variety of occupations, the child can state the name of the occupation, in either standard or colloquial terms.

Sample Activity Item:

Here are pictures of men and women at work. Tell me what you call them.

3.d Given pictures of adults engaged in a variety of occupations, the child can state the function of the occupational role.

Sample Activity Item:

What does the person at the gas station do? What does the farmer do?

Comments:

These four criterions are all related to simple knowledge and should be fairly easily taught. Note that they are concerned with comprehension and with expression; the same order that has been utilized with many of the other competencies.

In constructing curriculum, keep in mind these things:

1. Occupations presented should be typical and representative of the region and community in which the child lives. Go beyond the "community helpers" approach to the specific careers in the specific area.

2. Present the whole range of "what people do"--not just the status jobs. The nurse's aides and the cleaning people in the hospital are important, also.

3. Present matter-of-factly. Don't romanticize either menial or so called exciting jobs. Avoid the "Dear Mr. Garage Man" approach.

4. Watch carefully the hidden status clues concerning sex, race, ethnicity. Women do all sorts of jobs, Blacks and Indians do all sorts of jobs, and so forth. Men are also fathers and concerned with their children. It is difficult to stress this enough.

5. Real live film, pictures, and exposure will probably be more powerful than drawings.

CATEGORY V: SOCIAL RELATIONSHIPS

B. Competency: Ability to Get Attention of Others (29)

General Goal: The child can interact with adults and peers socially, enabling him to get and maintain attention.

Performance Statement:

1. The child can get and maintain the attention of adults in socially acceptable ways.

Criterion:

1.a Ideal--In a social situation, child demonstrates ability to get and maintain the attention of an adult in a socially accepted way, such as one of the following: (List generated by parents and teachers in Appalachia). See below.

1.b Would do--Given a choice of two or more pictures of both acceptable and unacceptable ways of child's getting and maintaining attention of adult, child chooses acceptable one as the one "most like what he would do."

Performance Statement:

2. The child can get and maintain the attention of other children in a socially acceptable way.

Criterion:

2.a Natural situation: Ideal--In a social situation, child demonstrates ability to get and maintain the attention of another child or group of children in a socially acceptable way.

2.b Contrived situation: Would do--Given a choice of 2 or more pictures of both acceptable and unacceptable ways of child's getting and maintaining attention of other children, child chooses acceptable one as the one "most like what he would do."

NOTE: Here is where grass roots research may be needed and also a chance to pay respect to Appalachia. Get a group of parents, then a group of 1st Grade teachers together to help you specify what they respond to best. Cross check with B. White. Come up with list similar to one following, which is only suggestive. (e.g., Do they want kids to say Ma'm and Sir? In Detroit, child might be scolded.)

Sample Activity Items:

Child demonstrates knowledge of acceptable and unacceptable ways of getting attention.

ACCEPTABLE: (Home)

Adults

Use name
Use relationship label (Mom, Dad)
Pleasurable body contact (grasping hand, patting adults leg)
Crying when hurt
Talking with
Smiling at others
Asking relevant questions
Ma'm, Sir???
Go to person
Ask person to come
Show person something
Express interest in what other is doing

Sibs Group

Use name
Use relationship label

Pleasurable body contact
Go to person
Ask person to come
Yelling when outside

UNACCEPTABLE: (Home)

Adults

Yelling
Interrupting
Negative reaction to other's overtures
Constantly asking questions
Overaffection

Sibs Group

"Butting In"

ACCEPTABLE: (School)

Adults

Use name
Use relationship label
Ma'm, Sir???
Talking with
Asking relevant questions
Doing what adult asks
Show person something
Pleasurable body contact

Peer Group

Use name
Use relationship label
Use "You Guys"
Go to person
Ask person to come to you
Pleasurable body contact
Constructively entering into other person's activity

ACCEPTABLE: (School) (Cont'd.)

Adults	Peer Group
	Ask to enter into activities of other
	Yelling when outside
	Showing person something interesting to him
	Positive reactions to other's overtures
	Taking role in sociodramatic play
	Explaining something

UNACCEPTABLE: (School)

Adults	Peer Group
Yelling	Hitting or hurting
Interrupting	Destructively interfering with other activity
Disrupting class	"Butting in"
"Showing off"	Tantrums
	"Clinging"
	Overaffection
	"Showing-off"

General Comments:

See Burton White on this. Also, be aware that the child cannot do this on his own. Mutuality is involved. If he cannot get the attention of adults and peers in socially acceptable ways, he is likely to turn to unacceptable ones.

The people doing research on reinforcement techniques have demonstrated that well. So work on adult responses as well as child actions.

CATEGORY V: SOCIAL RELATIONSHIPS

C. Competency: Ability to Maintain Attention (30)

NOTE: This competency did not receive response from either of the two agencies involved in the investigation.

CATEGORY V: SOCIAL RELATIONSHIPS

D. Competency: Ability to Adopt the Perspective of Another (31)

General Goal: The child is able to adopt the perspective of another, showing this through speech, actions, and role play.

Performance Statement:

1. The child demonstrates an awareness and understanding of another person's feelings, thoughts, and situation when they are different from his.

Criterion:

1.a Given a situation in which another person might experience feelings and thoughts with which the child is familiar, the child can demonstrate or describe what the other might feel or think.

Sample Activity Items:

Natural situation: Child reassures another who has spilled or dropped something.

Contrived situation: After hearing a story creating a situation in which strong feeling or thoughts would be generated, the child can demonstrate or describe what the characters might feel or think.

1.b In talking with or to another person, the child gives evidence of understanding how the other feels or thinks.

Sample Activity Items:

Natural situation: In playing a game to learn colors, child says to younger child, "You don't know the colors yet, but you'll learn.

Contrived situation: After hearing a story creating a situation in which strong feelings or thoughts would be generated, the child can demonstrate or describe what he would do or say if that had happened to a friend of his.

Performance Statement:

2. The child can role play a variety of roles and situations.

Criterion:

2.a Given a situation or character to act out, the child can demonstrate or describe what he would do.

Sample Activity Items:

Natural situation: In socio-dramatic play, child assumes and carries out a role. "I'm going to be the mommy. You kids get ready to go to the babysitter's. I've got to go to work."

"You pretend you're a mommy and I'll be the hair fixer. Where's the comb . . . ."

"I'm the daddy and I'm gonna drive."

Contrived situation: Pretend you're the home visitor who comes to your house each week, and show me what she (he) looks and acts like and does. Here are some things you can use. (Typical clothing items, toys, books, etc.) Watch for both "essence" and elaboration of role.

General Comments:

There is some evidence that this ability is important not only in demonstrating sympathy and empathy for others, but also in understanding history, anthropology, sociology, and so forth.

In constructing situations to develop this ability, make sure the "essence" of the situation is one with which the child is familiar. The particulars or specifics may vary, but the essential feelings and thoughts should be the same.

Note how this related to the ability to comprehend and express feelings.

Examples:

Home: A bringing to awareness of the roles, responsibilities and feelings of others in the home will help. E.g., big sister had a bad day at school and is "down in the dumps." Child could do something to make her feel better; Daddy had car trouble on the way home, etc. Books and stories are excellent, also. "Dress-ups" can be provided.

Natural Environment: Consideration for animals is very much in order here.

School: Awareness of others' feelings and a bringing to consciousness of those feelings is much in order. "George is unhappy. He didn't want to come today for some reason. What can we do to make him feel at home?" Books, stories, and role play props should be utilized to achieve this competency, also.

CATEGORY V: SOCIAL RELATIONSHIPS

E. Competency: Ability to Respect the Individuality of Others (32)

General Goal: The child recognizes and respects differences in others, and chooses personal actions independently of physical differences.

Performance Statement:

1. The child can recognize differences in others without judging the person.

Criterion:

1.a The child gives evidence of recognizing differences in others actions, appearance, speech, and so forth in a non-judgmental fashion.

Sample Activity Items:

Natural situation: George takes a really long time to eat.

Look, Yvonne's painted all over her paper. She likes purple.

He talks different.

My eyes are brown and his are blue.

Larry's hair is really curly.

Performance Statement:

2. The child can express admiration for others when appropriate.

Criterion:

2.a Given a situation in which admiration for another is appropriate, the child can express it.

Sample Activity Items:

Natural situation: Geez, lookit that big building Larry built.

Sherry's all dressed up today. I like that dress.

Contrived situation: Given a contrived situation in which admiration for another's appearance, actions, products, etc. is appropriate, and a direction to tell what he would do or say, the child expresses admiration.

Performance Statement:

3. The child chooses personal actions toward others independently of physical differences.

Criterion:

3.a Given a situation involving another person physically different from child, the child decides his personal actions on other basis.

Sample Activity Items:

Natural situation: Becky can't hear us, but if we show her what to do she can play with us.

Your hands are brown and mine are pink. Let's hold hands and run.

Sure, she can play. Girls can build with blocks.

Contrived situation: Picture of boy wanting to "play house." Child can indicate that it would be all right.

Picture of child of different racial background wanting to play. Child assents.

General Comments:

Most very young children pretty much have this. What we need to do is try to maintain it. This implies that adults have to have the abilities in 1, 2, and 3 and be demonstrating them in a variety of ways, before this competency can be fully achieved.

Respect should apply to a variety of differences, not just race. Some of these are sex, body build, language patterns, learning pace and style, interests, activity level, handicapping conditions, clothing choice, economic circumstances, place of residence, ethnic background, etc.

Also note that this competency should not be construed as applying from any particular "in-group" to any particular "out-group." It applies to all.

Examples:

Home and School: "His voice does sound 'funny.' He was born far away from here, and that's the way people talk there. He probably thinks you sound 'funny.'" And so on through the various differences.

CATEGORY: SOCIAL RELATIONSHIPS

General Activities:

There were no general activities received from either agency on this category.